FINAL RECOMMENDATION

Recommendation of the Action Plan Team: Leadership and Communications for Issue 4 - 28, Item # 100 (page 28 of the Action Plan):

Summary: (verbatim from the Action Plan)
> "Develop and implement a team approach with the Program Chair (title is Training Specialist) as the 'Project Manager'."

Recommendations:
Our team recognizes that management needs a single point of accountability for work done by the development and delivery team. In the past, a lack of accountability for occasional missed deadlines, inaccuracies in deliverables, or contract miscommunications made it very difficult for management to pinpoint the source of such occasional problems, so that they could be corrected and prevented in the future.

In a team-centered environment, clear accountability is particularly important. Borrowing from the definition provided by DOT's Federal Highway Administration's Resource Guide, as quoted in the Chief's article in <u>Fire Engineering</u>, March 2000, a team is a group of employees,
> "…who are accountable as individuals and team members for the outcome, product or process. As team members, they together plan the work, do the work, make decisions, solve problems and evaluate their results…"

Therefore, should a problem arise, we recommend that the most effective way to avoid fingerpointing and to encourage a sustainable and replicable solution in a team-centered environment is to bring the problem or conflict back to the whole team to resolve, either directly, or through the designated team leader. The question remains, however, how that development and delivery team leader should be designated.

The team recommends that the role of team leader progress as prescribed in NFA's Curriculum Management System (CMS), from development through delivery, on campus or in the field.   The CMS prescribes that the Project Officer for development will be the leader of the team throughout development until the last pilot, and we recommend that they be accountable to management for the team's work to that point. After the pilots are completed and post-pilot changes are made to the masters of the course materials, team leadership will transfer to the Training Specialist throughout delivery. If it is delivered in the field, the leadership of the team will transfer to the Field Program Manager on the team. The course development and delivery team would continue to exist throughout development and delivery as prescribed in the CMS, to provide continuity and support for future revisions. However, the leadership of that team would move with the Project Officer role, from the PO for the development contract, to the PO for instructor contracts, to the PO for the relevant field delivery program.

In lieu of "Project Manager," a title which is used in the industry to designate the lead contracting individual, we propose referring to this person by the title of the course followed by "team leader," e.g. the "CCIO team leader," or the "Command and Control of Incident Operations Team Leader."

The CMS was the product of a team of managers and staff that represented all of NFA. It remains a valid, comprehensive guide for course development and delivery, as it applies to our organization. The CMS should, however, be expanded to include USFA wide participation, where applicable, and some brief training should be provided to all staff so that it can be **implemented** by all course development and delivery teams, and enforced by all staff team members and managers.

Tasks:	Time frame:
1. The Chief Operating Officer issues a memo endorsing the use of the Curriculum Management System (CMS) as an operating policy. The latest version (Sep. 30, 1999) would be attached.	June 2000
2. Reconvene original group that developed the CMS to revise it to explicitly include potential M&T Program Office staff involvement relating to development and delivery	July 2000
3. A member of the group who developed the CMS will briefly train teams of staff, who are beginning a new development/delivery project by walking through the Team Activities Checklist (pp.53-61 of the CMS) once with each team, in an informal session	Aug & Sep 2000
4. Enforce implementation for accountability purposes. Course team leader is accountable to management to make sure checklist of development and delivery tasks happens. Course team members share that accountability.	on-going

Background:
The issue refers to a general "conflict between the process orientation of curriculum development and the content needs of instruction." The CMS was developed over a 7 month period, during the same time that the Action Plan was being compiled. Since the CMS was developed by a team of representative Training Specialists, Instructional Systems Specialists, Field Program Managers and all of NFA management, we expect that any actual conflicts to which the Action Plan authors were referring would have been prevented by adherence to the roles and responsibilities outlined clearly in the CMS, which was not yet available as a guide to teams.

The Leadership and Communications Team agrees that team leadership is tied to and should move with Project Officer role during development and delivery. This is consistent with the leadership and responsibility designations in the CMS.

The CMS has not yet been widely implemented or referred to regularly as a resource, despite being introduced to staff in September 1999. USFA staff need to know what it says and that management intends to enforce it. This could be done in a brief one-time meeting for each new development and delivery project, where a member of the CMS team walks staff through all the phases and the specific tasks that would typically happen at each phase for a course project, as spelled out in the Activities Checklist. Sessions like this would be open to and especially helpful for new staff and any USFA Program Managers who may want to participate in any course development & delivery activities.

Budget Impact:
none

Conclusion:
Wider understanding, implementation and enforcement of the CMS team's work should provide management with the accountability they need when problems arise and prevent many problems from recurring.

Submitted by:
Leadership and Communications Action Plan

Team:

Tim O'Dowd
Karen Haines
Trina Clever
Chuck Burkell
Maury Grundy
Carol Bouma

_____   _____
    APPROVED/Date   DISAPPROVED/Date

UNITED STATES FIRE ADMINISTRATION

National Fire Academy

Curriculum Management System

Contents

The National Fire Academy Curriculum Management System
Executive Summary

The United States Fire Administration's National Fire Academy (USFA/NFA) is mandated by Public Law 93-498 "to advance the professionalism of the fire service and allied professionals," both through direct training of emergency services personnel and through providing support and assistance to State and local fire service training systems to enhance their training of these audiences.

NFA pursues three primary program goals to accomplish the above mandate.

1. NFA provides advanced residential training not otherwise available from existing State and local training venues to senior emergency services professionals.

2. NFA provides courses, course materials, and other support through NFA's State and field programs to State and major metropolitan training systems to enhance their training of emergency services professionals.

3. NFA provides distance and self-instructional training and higher educational opportunities for emergency services personnel who, because of work schedules and location, have insufficient access to existing traditional Federal, State, and local training opportunities.

NFA places a high priority on the management of its curriculum and the development, delivery, maintenance, and updating of the courses and course materials used to accomplish the above program goals. NFA's resident courses are maintained at a state-of-the-art level, targeting current national issues and priorities, and are updated constantly to reflect new emerging issues and challenges facing the Nation's emergency services. NFA's State and field (terms used interchangeably throughout document) courses, developed in partnership with State and local training systems, are designed to complement and fit with existing State curricula, and are carefully formatted and tailored to best accommodate diverse State delivery parameters.

NFA's higher education distance learning courses are carefully designed to support independent study of complex subjects and issues and are tailored to accommodate the curriculum needs of a consortium of participating colleges and universities. NFA is also experimenting in the emerging field of Internet, computer-based, and self-study distance learning programs in traditional emergency services training areas.

Although NFA offers a very diverse curriculum of courses and course materials, a high priority also is placed on full coordination and integration of the course content across delivery formats and delivery systems. NFA has organized its overall curriculum around major fire service and allied professional occupational areas. This curriculum alignment is intended to track with national emergency services training issues, trends, and mandates for particular fire service and emergency occupations; and to provide avenues for dialogue with national, State and local organizations whose affiliation and support with particular target audiences enhance NFA's efforts to advance professionalism within the fire service.

Constituency input into NFA curriculum planning, development, and implementation are recognized as vital to the effectiveness of NFA's programs. NFA maintains strong State and local partnerships to assist these organizations in their training by identifying programs that complement and supplement State and local training, and not replicate their efforts. NFA works with State and local organizations in selecting

courses, developing new training strategies, and the partnership of program deliveries. Traditionally, the outreach philosophy is based on the concept of a strong program delivery linkage, shared cost implementation, and extensive leverage for maximum impact at the local level. The key to success has been the identification and linkage of complementary resources among fire and rescue training agencies at all levels to achieve common objectives of quality training and higher education for the Nation's fire service community. This partnership with State and local organizations through the years has produced programs such as Direct Delivery, Train-the-Trainer, In-Service Training, State Weekend Programs, Volunteer Incentive Program (VIP), Training Resources and Data Exchange (TRADE), Regional Delivery, and Degrees at a Distance (DDP).

NFA uses the TRADE network to identify training needs regionally; NFA also meets periodically with national organizations such as the North American Fire Training Directors (NAFTD), International Association of Fire Chiefs (IAFC) Professional Development Committee, the National Volunteer Fire Council (NVFC), and other organizations to plan delivery and development needs. In addition, NFA has developed one of the Federal Emergency Management Agency's (FEMA's) most comprehensive formal training evaluation systems. Information, feedback, and cues from a variety of internal and external sources are used in NFA curriculum planning and in fine-tuning NFA courses. Sources include NFA's postcourse and long-term evaluations, information from Superintendent's luncheons, the Superintendent's annual input/exchange at the IAFC conference, contract instructor debriefings, reports from curriculum meetings, and written and verbal input from thousands of users, supporters, and partners.

NFA's curriculum--the courses and materials used by NFA to accomplish its training missions--is the foundation for all of NFA's programs and activities. Management of the NFA curriculum is given the highest priority organizationally in order to ensure that the highest possible quality of training is made available through NFA programs to the Nation's emergency services personnel.

Key to NFA's curriculum management approach are NFA staff expertise and responsibility. NFA uses a team approach to needs assessment, curriculum planning, course development, course delivery, and course handoff. All NFA staff, the Program Chairs, the Instructional Systems Specialists, the Field Managers, the Program Managers, and all members of the NFA management team contribute their skills and expertise to the management of NFA's curriculum.

The span of NFA's training responsibilities is very broad. Individual program areas are often technically complex, and there are many development efforts, courses, programs and training activities occurring simultaneously. As a result, NFA's curriculum activity requires close coordination and detailed management of diverse inputs and staff responsibilities supporting these efforts, in order to ensure smooth operation in accomplishment of training goals and maintenance of NFA's high standards of training achievement.

To accomplish this complex step coordination, NFA has implemented a comprehensive curriculum management system with established project steps and milestones, defined staff functions and accountabilities, and overarching tracking and coordination procedures. This system applies to all development, delivery, and handoff activities for courses and programs currently active, as well as for those proposed for inclusion in NFA's curriculum.

The purpose of this document is to provide an overview of NFA's curriculum management system, to define staff roles and responsibilities in each stage of the system, and to describe the coordination mechanisms used to create, manage, and continuously improve the curriculum and services of the National Fire Academy. This system can be viewed as a "living" process with ongoing review and clarifications.

The National Fire Academy Curriculum Management System

NFA employs a curriculum management system that includes ongoing needs assessment and evaluation, organized curriculum and program planning, traditional instructional design phases and methodology for courses under development, and specialized curriculum management approaches for courses in delivery for the resident, field, and alternative delivery programs. Because of the number and complexity of projects and courses active in NFA's curriculum, the system also includes a specialized tracking system to ensure proper coordination as projects transition to different phases of development and into delivery and handoff. The components and phases of NFA's curriculum management system are depicted and summarized briefly on the following page, and then articulated in detail in the subsequent body of this document.

Key to NFA's curriculum management approach are NFA staff expertise and responsibility. NFA uses a team approach to managing course development, course delivery, and course handoff. This approach allows for a blending of skills from a variety of staff functions and professional disciplines. A typical course team might include several NFA staff members and a variety of outside expert course designers, production specialists, content experts, and expert instructors. The primary NFA staff positions involved in curriculum management, development, and delivery include the Needs Assessment Specialist, the Program Chair, the Instructional Systems Specialist, the Field Manager, Program Managers, and NFA management.

Needs Assessment Specialists have the responsibility to collect and coordinate fire and emergency services data nationwide in order to compile, develop, select, analyze, and disseminate strategic information concerning training needs for the various program areas assigned to NFA.

Program Chairs have lead responsibility for a particular curriculum/content area in NFA and are responsible for ensuring policy consistency and soundness for the assigned area. Program Chairs directly oversee resident instruction in their assigned areas, prepare and present staff curriculum proposals for the assigned area, review materials and assure policy, content and expert subject matter leadership during course development. In addition, Program Chairs have content authority over resident, field, and alternative delivery courses and programs.

Instructional Systems Specialists are the project officers for course development contracts. They coordinate course development efforts and facilitate NFA course development teams. As project officers they are accountable for course development projects until released for delivery. They have lead responsibility for instructional design of course materials during development and revision efforts.
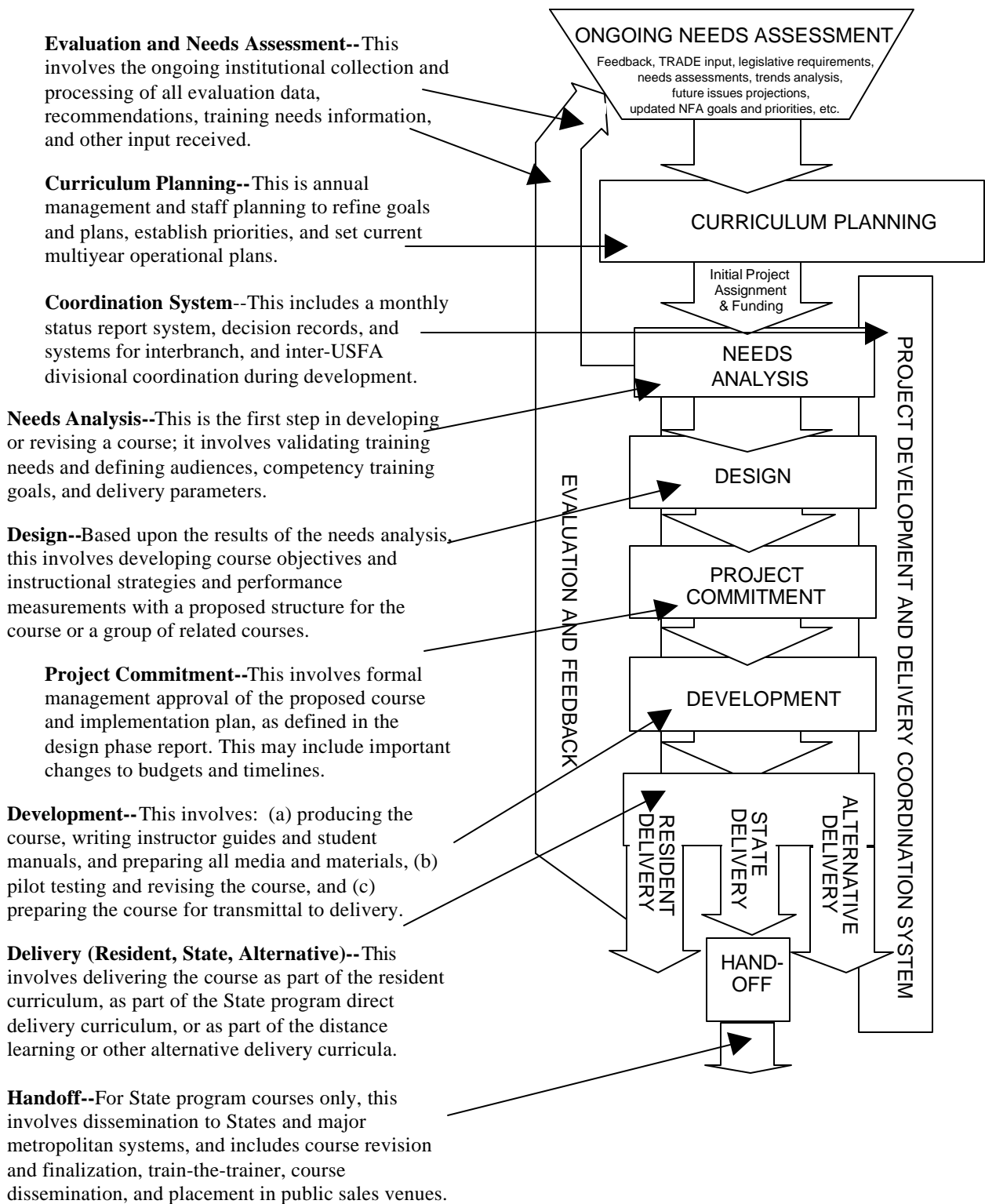
Field Managers have lead responsibility for courses in State and field delivery and also are responsible for ensuring that State and field constituencies' interests, perspectives and needs are well articulated and represented in NFA curriculum planning, and are reflected properly in NFA training policy and program implementation.

Program Managers have lead responsibility for courses in delivery in their respective programs, and also are responsible for ensuring that their program constituencies' interests, perspectives, and needs are well articulated and represented in NFA curriculum planning, and are properly reflected in NFA training policy and program implementation.

NFA Management is responsible for overall coordination of the NFA curriculum; coordinates the NFA curriculum planning process and sets short- and long-range institutional goals and priorities; establishes budgets and approves all timelines; provides review and approval of all projects at inception and at the project commitment phase; represents NFA curriculum plans and programs to national constituencies; and receives and incorporates input and feedback from FEMA and USFA, from national organizations, State and major metropolitan training organizations, and from other members and representatives of the Nation's emergency services. Further, management is responsible for ensuring that all forms of evaluation are conducted.

The NFA Curriculum Management System involves coordinated work and contributions from every member of the NFA staff. On the following page is a brief graphical depiction of the components of the NFA Curriculum Management System. Each component of the system then is addressed in full in the subsequent sections of this document. The appendices of this document provide supplemental job aids for staff participation in specific components of the system.

Components of the National Fire Academy Curriculum Management System

Evaluation and Needs Assessment--This involves the ongoing institutional collection and processing of all evaluation data, recommendations, training needs information, and other input received.

Curriculum Planning--This is annual management and staff planning to refine goals and plans, establish priorities, and set current multiyear operational plans.

Coordination System--This includes a monthly status report system, decision records, and systems for interbranch, and inter-USFA divisional coordination during development.

Needs Analysis--This is the first step in developing or revising a course; it involves validating training needs and defining audiences, competency training goals, and delivery parameters.

Design--Based upon the results of the needs analysis, this involves developing course objectives and instructional strategies and performance measurements with a proposed structure for the course or a group of related courses.

Project Commitment--This involves formal management approval of the proposed course and implementation plan, as defined in the design phase report. This may include important changes to budgets and timelines.

Development--This involves: (a) producing the course, writing instructor guides and student manuals, and preparing all media and materials, (b) pilot testing and revising the course, and (c) preparing the course for transmittal to delivery.

Delivery (Resident, State, Alternative)--This involves delivering the course as part of the resident curriculum, as part of the State program direct delivery curriculum, or as part of the distance learning or other alternative delivery curricula.

Handoff--For State program courses only, this involves dissemination to States and major metropolitan systems, and includes course revision and finalization, train-the-trainer, course dissemination, and placement in public sales venues.

ONGOING NEEDS ASSESSMENT
Feedback, TRADE input, legislative requirements, needs assessments, trends analysis, future issues projections, updated NFA goals and priorities, etc.

CURRICULUM PLANNING

Initial Project Assignment & Funding

NEEDS ANALYSIS

DESIGN

PROJECT COMMITMENT

DEVELOPMENT

RESIDENT DELIVERY

STATE DELIVERY

ALTERNATIVE DELIVERY

HAND-OFF

EVALUATION AND FEEDBACK

PROJECT DEVELOPMENT AND DELIVERY COORDINATION SYSTEM

CURRICULUM PLANNING

START
COURSE

NEEDS
ANALYSIS

DESIGN

PROJECT
COMMITMENT

DEVELOPMENT

DELIVERY

RESIDENT DELIVERY   STATE DELIVERY   ALTERNATIVE DELIVERY

HAND-
OFF

EVALUATION AND FEEDBACK

PROJECT DEVELOPMENT AND DELIVERY COORDINATION SYSTEM

Evaluation, Feedback, and Ongoing
CURRICULUM NEEDS ASSESSMENT

By mandate, NFA's training programs must be targeted to address the needs of the Nation's emergency services. Identifying and verifying training needs for new programs and continuously validating the relevance of, and need for, existing programs is critical for NFA to maintain the effectiveness of its programs. NFA identifies national needs to be addressed in the curriculum by collecting and processing input and needs assessment data from a wide range of sources, and by subsequently using the information as a foundation for curriculum planning.

NFA uses constituent groups such as the Training Resources and Data Exchange (TRADE) network to identify training needs regionally. NFA also meets periodically to identify needs with national organizations such as the North American Fire Training Directors (NAFTD), International Association of Fire Chiefs (IAFC) Professional Development Committee, the National Volunteer Fire Council (NVFC), and other organizations.

NFA uses its course delivery evaluation system to generate information about additional and unmet training needs. Sources include NFA's postcourse and long-term evaluations, which include evaluations from both students and their supervisors, information from focus group interactions, Superintendent's luncheons, contract instructor debriefings, reports from curriculum meetings, and written and verbal input from State and major metropolitan users, supporters, and partners.

NFA professional staff regularly review the findings of many national committees and boards and, in the course of this work, extract both current unmet needs and projections of new challenges facing the emergency services that will require future training initiatives and programs. NFA professional staff also use the wealth of historical and contemporary fire service and USFA/NFA documents, which are collected and reviewed periodically, serving as excellent sources of input for identifying training needs. Examples are the *America Burning* commission report, Wingspread Conference Reports I to IV, Public Law 93-498 as amended, the annual reports from the NFA Board of Visitors, Training Document-1 (Target Population Description), numerous USFA technical reports and materials, and reports from national fire service organizations and professional associations.

Inputs to be compiled include:
    Focus groups' findings and ideas
    Superintendent's luncheon recommendations
    Correspondence received at NFA
    Annual Superintendent's organizational input/exchange at IAFC annual conference
    Contract instructor debriefings
    Major reports (Wingspread, etc.)
    USFA (MOUs, input groups, staff reports, NFIRS data)
    NFA staff (formal and informal ideas)
    Ideas from development Needs Analysis meetings
    TRADE priorities and issues

National Fire Academy Curriculum Management System   **Ongoing Curriculum Needs Assessment**

Resources available budget/staffing
Long term-evaluation
Postcourse evaluation
Congressional findings and mandate requirements
FEMA programs and issue priorities
Other Federal agency inputs, related reports, issues (DOT, EPA, DOJ, DOD, CPSC, NIST, CDC, etc.)
Trends analyses (futuristic models)
Fire press and related journalistic themes and issues
Fire service professional organization priorities and issues
Related surveys and commissioned research

The great variety of inputs and recommendations received pose a significant challenge with regard to processing and distilling the voluminous information into a form that can be used as a foundation for NFA program decisionmaking and resource allocation. To accomplish this, NFA collects the information and compiles it annually into a needs assessment report that is used as a formal reference during curriculum and program planning. NFA assigns a Needs Assessment Specialist to collect the information on an ongoing basis during the year, and to organize such into a comprehensive report for distribution to the staff prior to annual curriculum planning activities. Management and staff reviews of the materials are used to ensure accuracy of input summaries. In some cases, further external reviews also are used to ensure that constituency needs are thoroughly addressed.

Typical Staff Responsibilities in support of the ongoing NFA Needs Assessment Process

Needs Assessment Specialist

- Receives and collects, from all sources, submissions containing information, ideas, and recommendations related to NFA training and program needs.
- Prepares and submits for distribution the annual NFA Needs Assessment Report, summarizing and cataloging by content area/functional program area, all needs assessment submissions received.

Instructional Systems Specialist

- Extracts and forwards to supervisors/management officials, Program Chairs, Field Managers, Program Managers, and Needs Assessment Specialist relevant information and ideas identified during the course development process, and instructional design ideas identified from professional journals, conferences, and dialogues with professionals in the field.
- Performs needs assessment research as assigned and reports findings to NFA management, Program Chair, Field Coordinator, Program Managers, and Needs Assessment Specialist.

Program Chair

- Extracts and forwards to supervisors/management officials, Needs Assessment Specialist, Instructional Systems Specialists, Field Managers, and Program Managers

  ∗ relevant information and ideas identified by USFA representatives on national professional committees, conferences, or other similar work groups whose content and scope parallel the assigned program area, and whose committee outcomes may affect NFA training; and as USFA Administrator's representative on agency committees whose outcomes may affect training in assigned program area.

  ∗ relevant information and ideas identified by attendees and instructors during both resident and outreach course deliveries and issues identified from professional journals, fire service reports, and dialogues with peer professionals in the fire service.


Field Manager

- Extracts and forwards to supervisors/management officials, Needs Assessment Specialist, Program Chairs, Instructional Systems Specialists, and Program Managers relevant information and ideas identified by attendees and instructors during State course deliveries and identified in professional dialogue with regional and State training managers and coordinators.

Program Managers, including TRADE/Higher Education Program Manager

- Extract and forward to supervisors/management officials, Needs Assessment Specialist, Program Chairs, Instructional Systems Specialists, and Field Managers relevant information and ideas identified by constituencies and audiences participating in assigned training program activities and identified in journals, studies, and dialogue with professionals in fields related to assigned program area. Effort includes input from those involved in fire and emergency services higher education programs.

CURRICULUM NEEDS PLANNING
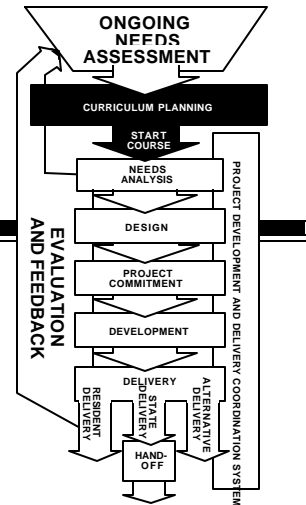
As a Federal institution whose mission is training, technical assistance, and advocacy, NFA has an unusual challenge in curriculum and program planning. NFA has developed a unique blend of traditional needs assessment-based-curriculum planning protocols with traditional Federal operational planning requirements, in order to plan for and conduct its training activities effectively.

The core of NFA's approach to planning is an annual curriculum and operational planning meeting involving both staff and management called Priorities Review. At this annual planning event, Academy management and staff review and assess current training needs assessment data, staff program proposals, current and upcoming federal program priorities, and current resource projections. NFA uses a variety of team decisionmaking techniques with management and staff to balance these different requirements and to optimize program and curriculum strategizing and planning. As a result of the planning process, the team updates NFA's 5-year strategic goals, revises NFA's 3-year program objectives and program outlines, and sets the NFA current and/or upcoming year's operating plan(s).

NFA uses 5-year strategic goals to maintain long-term organizational and mission compatibility with related 5-year goal planning of USFA and FEMA, and with long-term State and local fire service needs as articulated in long-range projections of professional associations, TRADE, and other national fire service and allied professional boards and committees. NFA uses 3-year program objectives and program outlines as a foundation for outyear (FY1, FY2, and FY3) financial and budgetary planning with USFA, FEMA, and Office of Management and Budget (OMB), in order to be proactive in resource acquisition for upcoming NFA programs and needs.

Three-year program objectives and program outlines also serve as the principal operational framework for NFA management and staff to coordinate the current years work and maintain seamless NFA production and service activities for multiyear projects and programs. Additionally, work plans are aligned with objectives as articulated in the agency's Government Performance and Results Act (GPRA) annual projections and accomplishments measures.

The current year's operating plan includes all specific resource commitments and NFA training program activities to be accomplished in the immediate future. Because the Federal funding process precludes outyear knowledge of actual operating budgets beyond general, approximate amounts, the priorities review meeting is often the first opportunity to address the actual budget and specific spending plan for the year. This entails critical current project decisionmaking with long- as well as short-range ramifications, and is one of the most challenging parts of the priorities review process.

The operating plan also includes the budget, anticipated product, and general timeline for all new course development efforts. Decisions made in the priorities review process constitute management approval for initiation of all new NFA course development efforts. Significant NFA work is necessary before priorities review to maximize the effectiveness of the planning process. The annual needs assessment report is prepared and distributed to NFA staff and management (see previous section: Needs Assessment). Written course and project proposals are prepared by staff and submitted to management for consideration in advance of priorities review. Project proposal presentations are prepared by staff for delivery during priorities review. (See appendix for format of these proposals.) Budget projections for current year and outyears are determined by management and the Office of the Superintendent staff. Projections of relevant changes in FEMA and USFA strategic goals, policies, and priorities are gathered and interpreted by the Office of the Superintendent.

Typical Staff Responsibilities in Curriculum Planning

Needs Assessment Specialist

- Coordinates and collaborates with Program Chairs, Instructional System Specialist, and Program Managers.
- Collects, reviews and analyzes data and prepares annual Needs Assessment Reports.
- Disseminates trends, changes in standards and laws, and politically sensitive areas of curriculum needs planning.
- Supports the priorities review planning process as needed in data dissemination.

Instructional Systems Specialist

- In collaboration with Program Chairs, Program Managers and Field Managers, develops and presents training and curriculum proposals to be considered in the priorities review process.
- Represents/Champions instructional design principles and soundness of educational strategies in the NFA decisionmaking process.
- Supports the priorities review planning process as needed in solving proposed curriculum structural issues and projected resource limitations, and in providing alternative course development strategies and program implementation approaches.

Program Chair

- Using essentially original approaches independently performs reviews and analyses to determine the need for educational systems and/or course development or review.
- Independently carries out assigned projects and analysis, interpreting policy and regulations in accordance with established objectives, resolving most conflicts, and coordinating with others.

Field Manager

- Conducts research to identify subject areas in which courses are needed within State and local government fire or rescue service organizations.
- Determines capabilities of State and local fire training programs to meet national needs.
- Performs surveys and compiles factual data and information on post-secondary educational facilities such as colleges and 2-year institutions and vocational-technical institutions to determine their potential for sponsoring training and educational programs, which would benefit fire/rescue services and allied professionals.

Program Managers, including TRADE/Higher Education Program Manager (general responsibilities)

- Collaborate with Program Chairs and Instructional Systems Specialists in developing and presenting training and curriculum proposals into priorities review for proposed NFA activities.
- Represent/Champion constituent training needs and interests and delivery system opportunities and strategies in the NFA priority review decisionmaking process for the assigned program area.
- Support the priorities review planning process as needed in problem-solving proposed curriculum structural issues and projected resource limitations, and in providing alternative course development strategies and program implementation approaches.

Higher Education Program Manager (specific responsibilities)

Researches and assesses alternative delivery systems for higher education opportunities for the fire service, including televised courses via satellite, videocourses, field workshops, etc.
Researches new methods and technologies, which could expand opportunities for firefighters to earn degrees through nontraditional means.
Provides professional services to national, State, local and postsecondary educational entities through research, data compilation, and analysis of technical reports.

TRADE Manager (specific responsibilities)

Conducts research and surveys to compile data and information that are used to identify course needs and to determine the capabilities of State and local fire training programs to meet national training needs.
Assesses program needs through knowledge of national fire service community and fire-related educational systems.

COURSE
NEEDS ANALYSIS
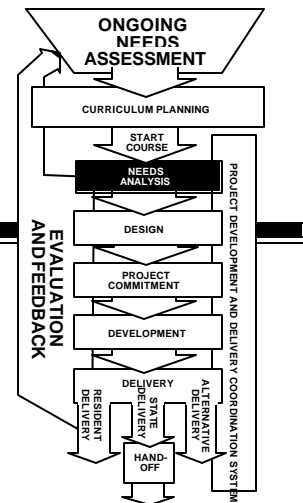
NFA uses the needs analysis step to reconfirm the building block of a training program approved and planned by NFA management for development and delivery. Decisions on who must be trained, what must be presented, when training will occur, and where the training will take place are accomplished in this phase. These decisions ensure full understanding of what the desired performance is before training products are developed. Steps of the needs analysis include:

- Consult with national experts in the content field and experts in the needs of the proposed training audiences concerning training analysis requirements (Start Course Process).
- Identify national trends, philosophies, and technologies unique to the subject area.
- Identify target audience(s) and develop a desirable contemporary skill set for the target audience(s).
- Reconfirm the delivery system for which the course was approved and budgeted (i.e., special/unique constraints and/or outcomes anticipated).
- Identify relevant course materials, persons, organizations, and/or literature that would assist in this effort.
- Identify partners through State and local fire systems to sponsor, develop, administer, and/or evaluate the program (if designed for the field).
- For new delivery systems, identify how State and local fire service training can be enhanced through proposed delivery.
- Tie in to USFA Program Activity/Policy Guidance (and FEMA-related projects, if any).

All of the above typically are conducted in a focus group called a Needs Analysis Meeting. NFA invites a variety of content, delivery, and instructional systems specialists, as well as representatives from key organizations, including the USFA program office, whose interests in various aspects of the project will enhance NFA's activity with the program. The description of the proposed target audience is refined and a list of job skills to be trained is identified. Staff members, representing the NFA delivery system for which the course is to be taught, provide an overview and direction of the delivery requirements and processes, including when, where, and how the training will occur. For programs other than resident, mechanisms are discussed to establish working relationships with partners from State and local training organizations during the development and delivery process.

The panel of experts invited to the needs analysis meeting recommends a variety of sources, materials, and organizations that may assist the NFA in later steps of design and delivery. USFA program staff are invited to assure proper ties to other programmatic and organizational issues. When appropriate to the program, FEMA program office personnel also are asked to participate in this step. The Program Chair is the advocate for resident

---

delivery issues, course needs, target audience, and content. Field Managers are the advisors/advocates for needs of the delivery systems other than resident with intent toward establishing deliveries with the local and State fire training systems and TRADE network. The Instructional Systems Specialist assures that sound instructional design approaches are used in the analysis work and, as Project Officer for the development, manages a variety of contracts, including final submission of the needs analysis report to all team participants and NFA management.

A review after this phase normally is not necessary when final recommendations follow the foundations on which the course was scheduled, budgeted, developed, and delivered. Team members have a responsibility both to inform management and to seek approval for a renewed set of foundations when personnel, budget, alternate delivery strategies, the level of fire service partnership involvement, or the Academy's ability to perform effectively will be affected as a result of proceeding with the recommendations of the needs analysis panel.

Typical Responsibilities During the Needs Analysis Step

Instructional Systems Specialist

- Meets with Program Chair to write/review rationale for assessment of training need.
- Builds initial project team.
- Holds campus-wide stakeholders' meeting.
- Adds to team based on stakeholders' meeting.
- Initiates Status Report on specific project.
- Convenes Needs Analysis Meeting (formerly "phase one" meeting).
- Researches existing courses and source material identified by invited subject matter experts (SME's).
- Submits report from Needs Analysis Meeting.
- Hires contract help as needed (e.g., facilitation, report development).
- Begins management of budget.

Program Chair

- Serves as the advocate and spokesperson for new course concept internally and externally (with training audience).
- Provides rationale for the assessment of the training need.
- Serves as the ombudsman to ensure progress in the program area content.
- Represents the training interests for a national fire service target audience.
- Compiles a list of attendees for Needs Analysis Meeting, and receives input for recommendations.
- Provides input and concurs with a list of skill sets to be trained for the target audience.
- Participates in developing proposed training strategies from the perspective of knowledge of target audience and their capabilities, and NFA's capabilities to deliver effectively.

Field Manager

- Submits list of key State and local trainers for Needs Analysis Meeting in coordination with Program Chair.
- Prepares materials and briefing to panel for particular field delivery being developed.
- Advocates the role of State and local training in NFA field delivery system.
- Advocates roles/requirements for Train-the-Trainer and In-Service programs.
- Determines with the Program Chair if national Train-the-Trainer or In-State Train-the-Trainer.
- Develops initial budget requirements for pilot offerings, Train-the-Trainer, In-Service, and Direct Deliveries.

Program Managers, including TRADE/Higher Education Program Managers

- Identify/Discuss State/local fire training/education interest and participation.
- Consider/Submit special announcements/invitations to TRADE/higher education.
- Identify key issues/needs for TRADE/State and local training/higher education.
- Identify partnership resources for assistance in the development and delivery of program.

COURSE DESIGN
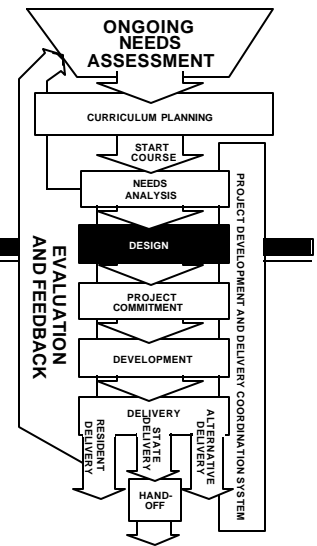
The design step ensures the systematic development of the training program. This process is driven by the products of the analysis step and ends in a model of the training program for future development. This step describes how the information will be presented via training objectives; how students are to be evaluated via assignments, performance activities, or tests; and how information is to be presented via a training media description. The design step is intended to link the job analysis to a specific course design plan to be used as a model for the development of specific materials. The product of this step is a description of the course that usually is sequenced into units of instruction. For each unit of instruction, supporting information/content for each objective is determined, the instructional methods and media are identified, and a course evaluation plan is described.

Course design plans are written to the specifications of the need analysis requirements and to the requirements of a particular NFA delivery system and its intended target audience. For example, Direct Delivery, State Weekend and Train-the-Trainer programs are designed for both an NFA instructor-led program and eventually for a local or State fire organization program. Review and evaluation of programs at this phase are from several perspectives. The list below is just one example of the multiple considerations of a design plan for a course.

- The design plan is drafted based on job and task analysis and checked for job linkages, real-world representation.
- The design of the course should reflect a sequence that is logical and easy to follow.
- Methods, learning activities, and media are recommended for each objective.
- These elements should be analyzed based on adult learning strategies, cost, time, logistics, the importance to overall learning outcomes, and the requirements and use of State and local fire organizations (if field delivery).
- The course evaluation plan should include measurements which support the instructional objectives of the course.
- Student precourse behaviors/activities should be identified.
- Typically, the design plan should be evaluated for instructional effectiveness and delivery issues, NFA or State administration, costs, schedule, and development workload/issues for team members in the development step.
- For field courses, analysis of design package should be viewed with its compatibility with State and local training systems --their delivery and involvement in the process.
- Preliminary delivery/logistical considerations/scheduling and work for the development step.
- Team members should be prepared after this step for an organizational review and eventual approval and announcement by the Superintendent.

Typical NFA Staff Responsibilities during the Course Design Step

Instructional Systems Specialist

- Chooses suitable instructional design methodologies by integrating professional research, Needs Analysis Meeting recommendations/feedback from constituents, and NFA/USFA/FEMA mission and annual goals.
- Drafts learning outcomes.
- Receives list of qualified SME's from Program Chair and others from various NFA personnel.
- Consults NFA team to establish timelines for deliverables, meetings, and pilots.
- Writes Statement of Work (SOW) that reflects instructional design requirements, entire timeline, and deliverable dates for the project. Coordinates with procurement on the choice of contract vehicle.
- Updates project status report.

Program Chair

- Provides input into the process and approves design product for:
  * Relationship to strategic/planning objectives in USFA/FEMA.
  * Consistency within curriculum program area.
  * Project delivery timeline for impact and crucial decisions to phase out, revise or redevelop.
  * Other agency or interagency use such as allied professionals, special offerings.
- Participates in the decisionmaking process with the NFA team to assure that:
  * The delivery system chosen is appropriate and will be supported by target audience.
  * The content reflects real world relevancy to the target population.
  * The expected outcomes in the course mirror the outcomes in the job.
  * The appropriate depth of content and sufficient challenge for students are identified.
  * Overlap issues with other NFA courses and curricula are clarified.
  * The entry-level behaviors or prerequisite course assignments are identified.
    * The technological or logistical on campus requirements for program coordination are identified.

Field Managers and Program Manager

- Provide recommendations for eventual delivery by State/local personnel, e.g., length of contact hours for course units, materials, In-Service and Train-the-Trainer potential, etc.
- Review the design package for the requirements of a field delivery and make recommendations.
- Provide recommendations for special requirements such as CD-ROM's, self-study, etc., within field delivery issues.
- Provide recommendations to administer the program, particularly for distance education.
- Develop a marketing strategy for the program (if field).
- Provide direct input/communicate with contractors whose work may have an impact on field delivery issues.

Project Development and Delivery Coordination System and
PROJECT COMMITMENT
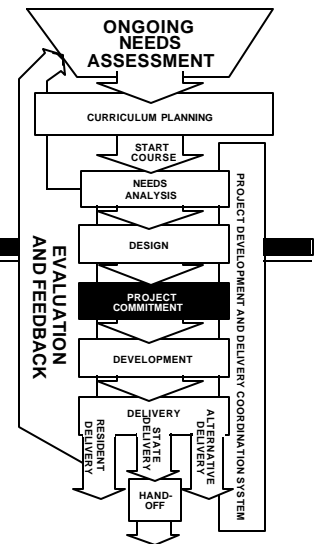
NFA course development and delivery activities involve extensive concurrent work and scheduling by staff from all branches of the organization. Close integration of these efforts is critical to ensure that schedules and quality commitments are met. To do this, the Academy maintains a coordination system that tracks and interrelates course team activities, work status, critical decision points, budgetary activity, and course event schedules. In addition, the Academy has a formal management approval check, called Project Commitment, of course development projects between Design and Development, to address and approve changes that may be proposed by the NFA team in the concept, parameters, and/or resource needs of the program changes from preconceptions in place when work initially was proposed and approved.

Project Development and Delivery Coordination System

The primary components of the Academy coordination system are electronic project status reports for each course or course development project currently active. These status reports provide project-descriptive information, identification of all scheduling and cross-branch events requiring coordination, venues for team member interaction, summary project information for management oversight, critical decision points, records of critical decisions, and related information.

Two of the important features of the electronic project status reports are maintaining a record of challenges and decisions made during the evolution of a course, and maintaining a record of the concurrence of team members whenever decisions are made that critically affect the quality, budget, development/delivery strategy, or timelines of the project. This tracking and documentation extends throughout the life of the course, including delivery, and the responsibility for keeping it current shifts from the Development Project Officer to the appropriate Program Chair (for resident courses) or Delivery Program Manager (for field courses) once the course is in delivery.

Specific staff directions for use and maintenance of the project status reports and a format template for the reports are located in the Appendices of this document.

Project Commitment

Although dialogue with management and the course team occurs throughout the life of a project, NFA has a formal step for approving the details of a project, called Project Commitment step, that occurs after the Design step and before the Development step. This is to ensure management's full concurrence with, and financial support for, the proposed project before committing to schedules, but after the course has been analyzed and the details fully thought through by the course team. There are three steps in the process of the Academy committing to a proposed course design: design approval, resource commitment, schedule commitment.

Typical Staff Responsibilities During Project Commitment

Program Chair

- With the Instructional Systems Specialist, Field Manager, and Program Manager, prepares and submits project design and implementation plan for management approval.
- Serves as advocate to, and advises, management regarding design and budgetary changes proposed.
- Participates with management and team in resolving design and resource allocation challenges to facilitate project approval.

Instructional Systems Specialist

- With the Program Chair, Field Manager and Program Manager, prepares and submits project design and implementation plan for management approval.
- Serves as advocate to, and advises, management regarding design and budgetary changes proposed.
- Participates with management and team in resolving design and resource allocation challenges to facilitate project approval.
- Updates project tracking information.
- Upon project commitment, continues logistical planning and budgeting for development.

Program Manager

- With the Program Chair, Field Manager, and Instructional Systems Specialist, prepares and submits project design and implementation plan for management approval.
- Upon project commitment, prepares announcement to TRADE.

Field Manager

- With the Program Chair, Instructional Systems Specialist, and Program Manager, prepares and submits project design and implementation plan for management approval.
- Upon project commitment, begins pilot and In-Service preparations:
  * Sets up pilot offerings.
  * For pilot deliveries:
    * Determines type of pilots and strategies to be used,
    * Coordinates with Admissions Office for special course code,
    * Plans to recruit students for each pilot; and
    * If outside NFA campus, coordinates with State partner.
  * Establishes In-Service dates and times.
  * Conducts preplanning for direct delivery issues, including, if necessary, the direct delivery schedule and course call information for new course.
  * Determines pilot instructors and prepare contracts for In-Service instructors.
  * Determines Train-the-Trainer format strategies and prepares contracts to conduct the National Train-the Trainer (on campus).
  * Determines strategies for pilot testing alternative delivery methods and makes arrangements.
  * Determines issues for online deliveries.
  * Determines usefulness and availability of National Technical Information Service/National Audiovisual Center Instructional (NTIS/NAC) package.

Management

1. Design approval. This involves management's formal organizational review and approval of the proposed design for the project. This is especially important if the parameters of the proposed course or courses differ as a result of team analysis from the original vision of the project when work was begun. Management must approve such changes and will instruct the team concerning any modifications it wishes to make regarding outcome, development/delivery strategies, schedules, and personnel issues/decisions.

2. Resource commitment. This involves budget approval and allocation of projected resources needed for the remainder of the project, and usually is done concurrently with design approval. Normally, a budget is established for the entire project before the initial needs analysis is begun, so financial reviews and approvals at this stage focus on additional resources needed, if any, beyond original budget estimates. Supplemental funding requests usually stem from changed course parameters identified as part of the proposed course design. Upon approval of a final budget, authorization is made for the development team to commit the contractual resources (or give go-aheads for work, if contracts are already in place and resources already committed) to proceed with development of the course.

3. Scheduling commitment. Upon approval of the project and before development activities proceed, the project team and Academy management finalize the project schedules. The team determines and commits to specific dates, times, and places for all coordination activities for the project such as pilot offerings, In-Service programs, Train-the-Trainer programs, and the NTIS program. It is critical to ensure a formal commitment to project schedules at this stage, in order to allow other Academy offices sufficient lead times for coordination with external organizations, such as State fire training offices, which will be joint participants in, and coordinators of, the scheduled training events.

At this point in the life of the project, with approvals, schedules, and logistics in place, NFA considers that it has "committed to the project," and then proceeds with a formal announcement outlining to the fire service the details of the course and its proposed schedule.

COURSE DEVELOPMENT
Including Pilot Testing, In-Service Training, and Transmittal to Delivery

Course development involves extensive and creative work in product writing, exercise and activity construction, media design and production, and integration of diverse products from diverse sources into a cohesive and coordinated course package. Challenges associated with course development include coordination of multiple concurrent production efforts, identifying, evaluating and incorporating, as appropriate, alternative course components or training strategies identified during the development process, and problem-solving defaults and unanticipated resource requirements to maintain production schedules to meet pilot delivery dates.

Following the project commitment phase, materials for the student and instructor are developed or procured according to the plan in the design report in the previous phase. The end results are validated IG's, SM's, handouts, exercise materials, tests, and training aids. Key developmental tasks are:

- Constructing all materials, manuals, media, learning activities, and tests according to instructional and format standards and to the course outline approved in previous step,
- Acquiring support media and other materials to be used in the course. Content and instructional design review, editing, and proofing of all interim deliverables,
- Performing pilot preparation activities: development of pilot strategy, contracts to teach pilot and revise materials, recruit pilot students, coordinate staff travel or pilot attendance, organizational partner coordination,
- Conducting pilot activities,
- Evaluating pilot offerings and making revisions prior to delivery,
- Conducting in-service training, and
- Transmitting course package to delivery.

During development, the materials are reviewed carefully both by internal and external review, and the team conducts a walk-through.

Multiple pilots of all new courses are conducted to identify problems and revise the materials accordingly prior to release for delivery. Since pilots are planned before the beginning of development, course arrangements should have been made in the previous phase. In this phase, the pilot offerings are actually conducted. Pilot offerings are scheduled so that all team members may attend them, although travel to attend off-campus pilot courses is the responsibility of each team member and subject to the availability of travel funds. Other details of pilot offerings such as the instructors, the evaluation component, and the changes to be made are the decisions of the team.

Traditionally, NFA has conducted at least two pilot offerings of each resident course. During the pilots participants provide analysis and suggestions for improvement. The staff and the development team identify problem areas and assume that necessary revisions are made after each pilot offering.

Field courses may require more pilot offerings since the target audience is larger, the number of offerings is greater, and a user in the field eventually may be the instructor of the program. Pilot offerings for field courses may be offered several times in both State Weekend Programs and Direct Delivery. Staff should make every effort to attend all pilots.

Following the pilot offerings, the NFA staff and the team identify areas in the course for change or revision. The revisions are made and the final student and instructional products are created. Following or concurrent with pilot-testing efforts, NFA will schedule an In-Service Program for selected courses. The NFA will conduct In-Service Training for courses needing recruitment and training of instructors.

After completion of postpilot revisions, a transition of the Project Officer is made from the Instructional Systems Specialist to In-Service Training Program Manager for the In-Service Training and eventually to either the Program Chair or Direct Delivery Program Manager for the conduct of ongoing deliveries. This transition must involve close coordination of the Instructional Systems Specialist (ISS) and Program Chair in the case of a resident course, with the Instructional Systems Specialist and the Field Delivery Coordinator in the case of a field-delivered course.

Typical Staff Responsibilities During Development Step Through Pilot Testing

Instructional Systems Specialist

- Coordinates all contracting and procures development contractors and consultants, including developers and Program Chair-qualified SME's. This includes coordinating with the NFA team to establish all timelines for deliverables, meetings, and pilots, writing SOW's and coordinating the awards of all contracts, and coordinating the provision of all other resources needed for development.
- Coordinates course development and pilots with Program Chair and Delivery Manager, including all contract management, budget tracking, team development meetings, and work sessions; materials reviews; and coordinates pilot materials, instruction and evaluation, and postpilot revisions.
- Updates project status report.
- Coordinates problem-solving throughout the development process.
- Coordinates course completion and release for delivery area.

Program Chair

- Makes transitions and preparations for becoming Project Officer in resident delivery.
- Provides overall direction for course issues in instruction, content, and curriculum continuity.
- Begins preliminary preparation for instructional requirements, recruitment considerations, etc.
- Serves as arbitrator to resolve content conflicts. Ensures content accuracy and delivery appropriateness for instructional cadre and audiences.
- Coordinates with Instructional Systems Specialist and participates in walk-through and/or pilot offerings.

Field Manager

- Reviews materials for overall field delivery requirements, Train-the-Trainer and NTIS.
- Makes transitions and preparations for becoming Project Officer in field delivery.
- Begins to think about instructional requirements, meets with Program Chair for preliminary discussions.
- Coordinates with State training or other pilot hosts for delivery of pilots.
- Attends pilot(s) as a representative of field delivery.

- Recommends strategies for conducting pilot offerings with no staff involved, if necessary.
- Prints materials and distributes to training site accordingly.
- Evaluates the program concerning the delivery aspect.

Typical Staff Responsibilities During In-Service Training

Instructional Systems Specialist

- Collaborates with the team to design the contract instructor In-Service.
- Compiles data for future revisions.
- Provides information on the course development process, as it may be useful to In-Service Training issues.
- Participates in and evaluates In-Service Training program for assigned course.

Program Chair

- Determines and evaluates overall instructional needs and strategies for instructor training in assigned curriculum area.
- Writes specific instruction or selection criteria for recruitment purposes and coordinates with In-Service Program Manager.
- Serves as arbitrator for conflict resolution in all areas of course need.
- Serves as the ombudsman to ensure progress in the recruitment of instructors for the course.
- Accepts/Rejects applications for the workshop.
- Provides leadership in all areas of recruitment, selection, and training of instructors.

In-Service Training Program Manager

- Coordinates the following with the Program Chair:
  * Available dates for the workshop.
  * Number of instructors who need to be trained.
  * The criteria for recruiting and selecting instructors.
- Prepares and distributes the In-Service Training announcement.
- Coordinates with the Admissions Office to establish course code and receives applications for input into the Admissions system once the Program Chair and Program Manager have determined eligibility.
- Coordinates with Transportation to determine special transportation needs.
- Coordinates with campus food service contractor.
- Receives, reviews, and recommends accepting/rejecting applications for the workshop.
- Prepares accept/reject letters.
- Determines the schedule and methods for conducting the workshop in conjunction with the Program Chair and Instructional Systems Specialist.
- Procures In-Service Training workshop instructors.
- Facilitates workshop and evaluates session.
- In conjunction with Program Chair determines the final list of qualified instructors.
- Notifies final list of qualified appointed instructors by an appointment letter.

Typical Team Responsibilities During Transition from Development to Resident Delivery
(Individual assignments to be made within the team--See Project Team Activities Checklist in Appendix)

- Anticipates special/unique instructor requirements during class.
- Notifies Learning Resource Center (LRC), Computer Lab, other coordinators of facilities to be used.
- Sends materials to instructors.
- Determines need for assistance from Instructional Systems Specialist and/or development team for first few deliveries.
- Arranges for special and long-term evaluations.
- Team inventories materials and transfers them to Program Chair by memo (SM, IG, A/V's, handouts, equipment, props).
- Transmits purchasing information on all special orders for class to Program Chair (such as company, address, telephone, item number, and cost).
- Writes precourse assignment letter.
- Meets with Admissions Office on key items to identify on applications.
- Reserves rooms for after (evening) hours during scheduled deliveries.
- Writes work order for classroom arrangement/configuration to staff/site management contractor.
- Ensures special needs students are accommodated.
- Requests duplication of needed keys.
- Identifies key classroom observation/evaluation course times.
- Provides a list of all classroom handouts.
- Makes a master set of all classroom handouts for duplication.
- Prepares class record of key grades/projects/instructor evaluation of students.
- Identifies clerical roles and responsibilities in deliveries.

Typical Team Responsibilities for Transition from Development to State Delivery
(Individual assignments to be made within the team. See Project Team Activities Checklist in Appendix.)

- The Instructional Systems Specialist should provide the Program Manager with a list of required media purchases or other items to be obtained for delivery of courses. The Instructional Systems Specialist and Program Manager should work together closely to have kits made.
- The PC, Instructional Systems Specialist, and Program Manager should monitor the first few deliveries closely and provide each other support.
- The Instructional Systems Specialist should separately notify editorial and program support contractor for identification and dates of original sets of materials.
- Site management contractor and NFA editorial and program support contractor should be notified regarding the classroom setup arrangements (for State Weekend Programs).
- Make a list of all handouts or other key duplication items.
- Identify clerical and program support roles/responsibilities.

COURSE DELIVERY
IMPLEMENTATION
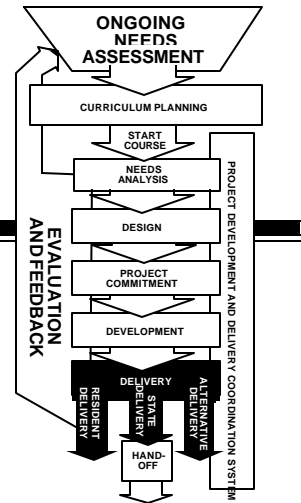
NFA course delivery is divided into three areas: Resident Delivery, State Delivery (Direct Delivery), and Alternative Delivery.

Resident delivery refers to training using courses in the resident curriculum delivered at the NETC campus in Emmitsburg, Maryland. NFA Resident courses are typically 2 weeks in length, although course lengths may vary depending upon the individual program and student needs. Students attending resident deliveries are recruited directly by NFA from fire service officers throughout the Nation, and generally are given a stipend by NFA to attend the training.

State delivery refers to training using NFA courses that are delivered in partnership with State training offices at sites and facilities throughout the Nation. NFA State courses are typically 2 days in length, but course lengths may vary depending upon the individual program and student needs. State delivery involves NFA/State cost sharing, where NFA provides instructors and course materials, and the State assumes all costs for facilities and student attendance. State delivery also includes State Weekend Programs at the NETC campus, in which case NFA also provides the training facility expenses, but not stipends. NFA courses in State delivery are usually programs being tested and refined by NFA for eventual handoff to the States for subsequent independent use in their respective curricula.

Alternative delivery refers to training using NFA courses and materials that are not part of the resident or State delivery systems. Included are the higher education distance learning program, Emergency Education Network (EENET) broadcasts, and experimental programs such as computer-based, Internet-based, and self-study programs. Guidance and standard procedures for many of the alternative delivery efforts are under development and are not included in this document.

Resident Delivery

NFA's resident courses offer educational opportunities for the advanced professional development of midlevel and senior fire and emergency medical services officers and allied professionals involved in fire prevention and life safety activities. The challenging resident courses often contain a variety of hands-on labs, require research papers or presentations using materials from the LRC or the Internet, and provide a wide range of student networking capabilities both within and outside of class. One- and two-week courses are offered.

The Program Chair is responsible for monitoring the resident course offerings within a specific program area, and coordinating with other NFA professional staff for updating or revision. Course maintenance tasks may include ordering special class requirements, instructor delivery issues, admission coordination, printing, logistics, and minor content adjustments. The monitoring of instructional contracts and associated needs with these offerings is also the responsibility of the Program Chair.

The Program Chair, with input from other staff, determines whether minor adjustments will suffice or whether a more complete revision is needed. More complete revisions generally require the services of content and instructional specialists and developers. "Barometers" for such a decision may include, but not be limited to, instructor feedback, student short- and long-term evaluations, changes in the job of the target audience, and new techniques or equipment to name a few.

Typical Staff Responsibilities During Resident Delivery

Instructional Systems Specialist

- Meets with Program Chair and other stakeholders to receive feedback.
- Maintains development Project Officer files for Procurement.
- Evaluates products and processes for educational soundness.

Program Chair

- Monitors availability and costs of materials used in course.
- Obtains assistance or performs periodic checks of equipment, labs, etc. Determines potential contracts/support needed.
- Notifies contract instructors of program issues/changes.
- Ongoing scheduling and enrollment issues.
- Integrates new ideas and themes into classes, particularly new, emerging national or USFA issues.
- Determines/Trains backup.
- Schedules guest speakers or other class needs.
- Reviews evaluations of class.
- Integrates new USFA materials, publications, and speakers into classes.
- Determines revision needs and promotes within NFA system.
- Reviews enrollment patterns and the need to promote the class.
- Periodically reviews/changes instructional criteria for course.
- Observes class and instructor performance, makes suggestions, and recommendations.
- Processes special needs such as late arrivals or early departures.
- Maintains file of class projects.
- Processes/Records student failures.
- Arranges special transportation for courses not fitting into 1-week or 2-week format.
- Monitors dress code and class attendance in concert with instructors.
- Processes instructor vouchers.
- Reviews and responds to new applications for instructors.
- Recruits additional students if needed or recommends course cancellation for low enrollments.
- Replaces stolen or damaged property, and maintains class equipment.

State Delivery

NFA's State programs are based on the concept of a strong program delivery linkage, shared cost implementation, and extensive leverage for maximum impact at the local level. Academy field courses have been offered in every State since 1981. The courses are 16 hours in duration, and usually are offered on weekends to accommodate volunteer, career, and allied professionals who may find weekday attendance difficult to schedule.

Direct Delivery courses are short-term, intensive training experiences, designed to provide maximum opportunity for student participation near their home departments. The courses are cooperatively selected and cosponsored by the Academy and State fire training agencies. For these field-test direct deliveries, NFA provides the instructor and all training materials. The State and local sponsors provide training facilities, support equipment and onsite administrative support. The student is responsible for all costs associated with individual travel, lodging and meals. This is a shared cost program.

Academy courses intended for field delivery undergo an extensive, 18-month to 2-year testing phase, prior to the Train-the-Trainer release. The evaluations of students, sponsors, and adjunct faculty during the 40 to 50 nationwide deliveries form the basis for course revision and refinement. This field testing is an integral part of the Academy's field course development process. The participating students, sponsors and contract instructors are developmental partners with the NFA. Each group plays an important role in the field testing and refinement of the prototype materials being developed as educational models. Roles of the Instructional Systems Specialist, Program Chair, and Direct Delivery Program Manager are crucial during this phase.

Typical Staff Responsibilities In State Delivery

Instructional Systems Specialist

- Coordinates with Program Chair and Direct Delivery Program Manager for revisions to courses in Direct Delivery.
- Evaluates Direct Delivery products and processes for educational soundness against feedback from Direct Delivery instructor and students.
- Compiles changes that the team agrees to make for handoff versions throughout direct delivery.
- Revises master as necessary through NFA's editorial and program support contractor.
- Maintains project files as Project Officer in Development.
- Evaluates Direct Delivery products and processes for educational soundness.

Program Chair

- Provides leadership in content, delivery, and revision of all Direct Delivery courses.
- Provides list of revisions which, when made, will strengthen Direct Delivery courses.
- Provides team leadership on a variety of issues for Direct Delivery courses.
- Coordinates and supports the Direct Delivery Program Manager and the needs for this NFA delivery system.

Direct Delivery Program Manager
- Identifies courses that will be available and ready for the annual "course call menu."
- Maintains partnership with State Training Systems.
- Monitors student and instructor evaluation process, and provides feedback to other team members.
- Consolidates comments/recommendations for course revisions prior to course handoff.
- Works closely with the Program Chair and Instructional Systems Specialist to coordinate course delivery dates, etc. in order to meet timeline commitments.
- Works with the Instructional Systems Specialist and Program Chair to revise Direct Delivery Courses.

]

Alternative Delivery
(to be addressed later)

COURSE HANDOFF
Including Train-the-Trainer and NTIS
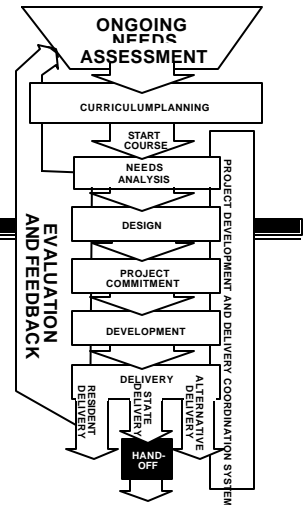
Handoff refers to dissemination of course materials to State and local training systems, and is the culmination of the Academy's State Delivery outreach effort to provide supplemental curriculum support to existing State and local fire training and education programs. Handoff includes final preparation of course materials tailored for optimal State use, a Train-the-Trainer program to orient State instructors in the use of the materials, distribution of copies of the materials to the State fire service training systems, and placement of course materials into Federal distribution systems for subsequent sale to the public.

Through Train-the-Trainer and materials dissemination, State and local instructors are trained and equipped to deliver the field-tested Academy materials. The NFA has the resources to develop quality training packages that address national priorities, but lacks the resources for massive direct delivery of those courses to the Nation's fire services. The State and local training systems have delivery capabilities that literally reach into every fire station in the Nation, but generally have limited resources to develop training materials and programs. The key to the success of the Academy field course delivery system is the blending of complementary resources to achieve a mutual objective. This delivery mechanism is a cost-shared program that complements, supplements, and strengthens fire service training at the State and local levels.

Final Preparation of Course Materials

One of the missions of Direct Delivery and State Weekend programs is to provide a field-test environment for NFA State courses targeted for handoff. Feedback from instructors and students about course deliveries during the 1- to 2-year field test period is evaluated to identify needed revisions to the material. During this period, instructors and State coordinators often are interviewed to provide more indepth assessment of the material.

There is a significant level of effort involved in properly preparing a course for handoff. The primary challenges posed by final revisions stem from the need to provide options in the course materials to better accommodate, after handoff, different fire response protocols across jurisdictions, the unique needs and risks of different geographical and climatological settings, more diverse training audiences, less sophisticated and more distracting training delivery environments, and a greater range of skills and capabilities of instructors who will be delivering the courses.

Revision and production efforts may include:

• Adding greater depth of guidance in the Instructor Guide for critiquing student responses to activities and for coaching remedial students.

- Technical revisions and updates.
- Adding alternative content and methodology tracks as needed for different jurisdictional requirements.
- Adding alternative exercises and scenarios for different geographical areas of the Nation.
- Providing media alternatives for different instructional environments.
- Ensuring and documenting placement of all course materials into the public domain.
- Formatting and packaging materials for optimal duplication and dissemination.

Train-the-Trainer

Under the Train-the-Trainer program, one senior fire service instructor from each State and from selected local fire service training systems are brought to the Academy and familiarized with the course materials and methods of delivery.

Upon completion of this Train-the-Trainer workshop, the Academy-trained instructors return to their home jurisdictions to train other instructors and end-users, using the NFA-developed materials. In this way, a cadre of instructors trained to teach these Academy courses is established within the State and local fire training systems. The State and local systems receive tested course materials to strengthen, supplement and to integrate into their fire training curricula. The opportunity to participate in the Train-the-Trainer program is extended to members of NFA's TRADE network and fire training representatives of the Armed Services.

Materials Dissemination

Through the Train-the-Trainer program, State and selected metropolitan fire training systems receive complete instructional packages from the NFA. These training materials are intended for incorporation into the recipient agency's training curriculum.

However, one set of instructional materials may not be enough to meet the needs of the Train-the-Trainer participating agencies. The NFA cannot afford to provide all the sets of instructional materials that may be needed. Nor can the Academy provide free materials to all Federal, State and local agencies that may want or need the materials. Therefore, NFA field course materials are made available through the National Audiovisual Center (NAC) of the National Technical Information Service (NTIS).

NAC/NTIS is an element of the National Archives Records Administration. The NTIS is the central information and distribution source for media produced by, or for, agencies of the Federal government. The NTIS ensures that the public will have access to federally produced materials at the most reasonable prices possible. Through an interagency agreement with NTIS, the Academy has arranged for the reproduction, marketing, and distribution of Academy field course packages. The initial production and stocking of Academy training materials are covered by this agreement. Sales of these initial materials provide the continuing financial support for subsequent reproduction and distribution.

Typical Staff Responsibilities for Handoff

Instructional Systems Specialist

- Coordinates with Program Chair, and Train-the-Trainer Program Manager.
- In collaboration with Program Chair and Field Delivery Coordinator, evaluates In-Service and Direct Delivery feedback from students and instructors, conducts instructor interviews, and determines and prioritizes needed revisions.
- Coordinates final revision and production of course materials (including ensuring that all materials are in public domain, or have appropriate copyright release on file, and that all camera-ready materials meet NFA formatting standards for a course moving into Train-the-Trainer and NTIS).
- Maintains and uses as a reference the original development project officer files.

Program Chair

- Provides leadership for decisions on instruction, content, packaging requirements, and type of revisions necessary for Train-the-Trainer and NTIS course.
- Writes criteria for Train-the-Trainer target audience.
- Determines the strategies for Train-the-Trainer program.
- Makes presentations to TRADE and other national groups about the release of the program.
- Participates in Train-the-Trainer program and provides both course and content rationale.
- Evaluates Train-the-Trainer program and makes recommendations to Train-the-Trainer Program Manager for future considerations.

Train the Trainer Program Manager

- Prepares and releases early Train-the-Trainer announcement and sends out.
- With concurrence of Program Chair, determines student criteria for admittance into Train-the-Trainer.
- Coordinates with Admissions Office, establishes special course code.
- Reviews applications for Train-the-Trainer and sends out accept/reject letters.
- Determines schedule and methods for conducting Train-the-Trainer in conjunction with Program Chair.
- In conjunction with Program Chair, determines and procures Train-the-Trainer instructors. Conducts meeting (by phone or in person) with instructors.
- Conducts Train-the-Trainer session, and evaluates it.
- Tracks/Processes deliveries conducted in the field.

NTIS Program Manager

- Determines with Program Chair if any additional work needs to be done.
- Prepares any agreements with NTIS for specific course(s).
- Assembles final editing team.
- Reviews with team all course materials for content, grammar, spelling, instructor/user friendliness, copyright clearance, etc.
- Sends final, camera-ready copy of materials for NTIS.
- Develops visual masters.
- Determines with the Instructional Systems Specialist and then transmits final instructional package specifications (page count, type style, and quantities of visuals, etc.).
- Updates NTIS/NFA promotional brochure annually.
- Monitor, and reports to NFA management the number of packages sold.

APPENDICES

Program Chair Responsibility Checklist

Program Chairs have lead responsibility for a particular curriculum/content area in NFA and are responsible for ensuring policy consistency and soundness for the assigned area. Program Chairs directly oversee resident instruction in their assigned areas, prepare and present staff curriculum proposals for the assigned area, review materials and assure policy, content and expert subject matter leadership during course development. In addition, Program Chairs have content authority over resident, field, and alternative delivery courses and programs.

Program Chair Responsibilities in support of the ongoing NFA Needs Assessment Process

- Extracts and forwards to supervisors/management officials, Needs Assessment Specialist, Instructional Systems Specialists, Field Managers, and Program Managers
  * relevant information and ideas identified by USFA representatives on national professional committees, conferences, or other similar work groups whose content and scope parallel the assigned program area, and whose committee outcomes may affect NFA training; and as USFA Administrator's representative on agency committees whose outcomes may affect training in assigned program area.

  * relevant information and ideas identified by attendees and instructors during both resident and outreach course deliveries and issues identified from professional journals, fire service reports, and dialogues with peer professionals in the fire service.

Program Chair Responsibilities in Curriculum Planning

- Using essentially original approaches independently, performs reviews and analyses to determine the need for educational systems and/or course development or review.
- Independently carries out assigned projects and analysis, interpreting policy and regulations in accordance with established objectives, resolving most conflicts, and coordinating with others.

Program Chair Responsibilities During the Needs Analysis Step

- Serves as the advocate and spokesperson for new course concept internally and externally (with training audience).
- Provides rationale for the assessment of the training need.
- Serves as the ombudsman to ensure progress in the program area content.
- Represents the training interests for a national fire service target audience.
- Compiles a list of attendees for Needs Analysis Meeting, and receives input for recommendations.
- Provides input and concurs with a list of skill sets to be trained for the target audience.
- Participates in developing proposed training strategies from the perspective of knowledge of target audience and their capabilities, and NFA's capabilities to deliver effectively.

Program Chair Responsibilities during the Course Design Step

- Provides input into the process and approves design product for:
  * Relationship to strategic/planning objectives in USFA/FEMA.
  * Consistency within curriculum program area.
  * Project delivery timeline for impact and crucial decisions to phase out, revise or redevelop.
  * Other agency or interagency use such as allied professionals, special offerings.
- Participates in the decisionmaking process with the NFA team to assure that:
  * The delivery system chosen is appropriate and will be supported by target audience.
  * The content reflects real world relevancy to the target population.
  * The expected outcomes in the course mirror the outcomes in the job.
  * The appropriate depth of content and sufficient challenge for students are identified.

---

*   Overlap issues with other NFA courses and curricula are clarified.
*   The entry-level behaviors or prerequisite course assignments are identified.
*   The technological or logistical on campus requirements for program coordination are identified.

Program Chair Responsibilities During Project Commitment

* With the Instructional Systems Specialist, Field Manager, and Program Manager, prepares and submits project design and implementation plan for management approval.
* Services advocate to, and advises, management regarding design and budgetary changes proposed.
* Participates with management and team in resolving design and resource allocation challenges to facilitate project approval.

Program Chair Responsibilities During Development Phase Through Pilot Testing

* Makes transitions and preparations for becoming Project Officer in resident delivery.
* Provides overall direction for course issues in instruction, content, and curriculum continuity.
* Begins preliminary preparation for instructional requirements, recruitment considerations, etc.
* Serves as arbitrator to resolve content conflicts. Ensures content accuracy and delivery appropriateness for instructional cadre and audiences.
* Coordinates with Instructional Systems Specialist and participates in walk-through and/or pilot offerings.

Program Chair Responsibilities During Resident Delivery

* Monitors availability and costs of materials used in course.
* Obtains assistance or performs periodic checks of equipment, labs, etc. Determines potential contracts/support needed.
* Notifies contract instructors of program issues/changes.
* Ongoing scheduling and enrollment issues.
* Integrates new ideas and themes into classes, particularly new, emerging national or USFA issues.
* Determines/Trains backup.
* Schedules guest speakers or other class needs.
* Reviews evaluations of class.
* Integrates new USFA materials, publications, and speakers into classes.
* Determines revision needs and promotes within NFA system.
* Reviews enrollment patterns and the need to promote the class.
* Periodically reviews/changes instructional criteria for course.
* Observes class and instructor performance, makes suggestions, and recommendations.
* Processes special needs such as late arrivals or early departures.
* Maintains file of class projects.
* Processes/Records student failures.
* Arranges special transportation for courses not fitting into 1-week or 2-week format.
* Monitors dress code and class attendance in concert with instructors.
* Processes instructor vouchers.
* Reviews and responds to new applications for instructors.
* Recruits additional students if needed or recommends course cancellation for low enrollments.
* Replaces stolen or damaged property, and maintains class equipment.

Program Chair Responsibilities In State Delivery

- Provides leadership in content, delivery, and revision of all Direct Delivery courses.
- Provides list of revisions which, when made, will strengthen Direct Delivery courses.
- Provides team leadership on a variety of issues for Direct Delivery courses.
- Coordinates and supports the Direct Delivery Program Manager and the needs for this NFA delivery system.

Program Chair Responsibilities for Handoff

- Provides leadership for decisions on instruction, content, packaging requirements, and type of revisions necessary for Train-the-Trainer and NTIS course.
- Writes criteria for Train-the-Trainer target audience.
- Determines the strategies for Train-the-Trainer program.
- Makes presentations to TRADE and other national groups about the release of the program.
- Participates in Train-the-Trainer program and provides both course and content rationale.
- Evaluates Train-the-Trainer program and makes recommendations to Train-the-Trainer Program Manager for future considerations.

Instructional Systems Specialist Responsibility Checklist

Instructional Systems Specialists are the project officers for course development contracts. They coordinate course development efforts and facilitate NFA course development teams. As project officers they are accountable for course development projects until released for delivery. They have lead responsibility for instructional design of course materials during development and revision efforts.

Instructional Systems Specialist Responsibilities in support of the on-going NFA Needs Assessment Process

- Extracts and forwards to supervisors/management officials, Program Chairs, Field Managers, Program Managers, and Needs Assessment Specialist relevant information and ideas identified during the course development process, and instructional design ideas identified from professional journals, conferences, and dialogues with professionals in the field.
- Performs needs assessment research as assigned and reports findings to NFA management, Program Chair, Field Coordinator, Program Managers, and Needs Assessment Specialist.

Instructional Systems Specialist Responsibilities in Curriculum Planning

- In collaboration with Program Chairs, Program Managers and Field Managers, develops and presents training and curriculum proposals to be considered in the priorities review process.
- Represents/Champions instructional design principles and soundness of educational strategies in the NFA decision-making process.
- Supports the priorities review planning process as needed in solving proposed curriculum structural issues and projected resource limitations, and in providing alternative course development strategies and program implementation approaches.

Instructional Systems Specialist Responsibilities at During the Needs Analysis Step

- Meets with Program Chair to write/review rationale for assessment of training need.
- Builds initial project team.
- Holds campus-wide stakeholders' meeting.
- Adds to team based on stakeholders' meeting.
- Initiates Status Report on specific project.
- Convenes Needs Analysis Meeting (formerly "phase one" meeting).
- Researches existing courses and source material identified by invited subject matter experts (SME's).
- Submits report from Needs Analysis Meeting.
- Hires contract help as needed (e.g. facilitation, report development).
- Begins management of budget.

Instructional Systems Specialist Responsibilities during the Course Design Step

- Chooses suitable instructional design methodologies by integrating professional research, Needs Analysis Meeting recommendations/feedback from constituents, and NFA/USFA/FEMA mission and annual goals.
- Drafts learning outcomes.
- Receives list of qualified SME's from Program Chair and others from various NFA personnel.
- Consults NFA team to establish timelines for deliverables, meetings, and pilots.
- Writes Statement of Work (SOW) that reflects instructional design requirements, entire timeline, and deliverable dates for the project. Coordinates with procurement on the choice of contract vehicle.
- Updates project status report.

Instructional Systems Specialist Responsibilities During Project Commitment

- With the Program Chair, Field Manager and Program Manager, prepares and submits project design and implementation plan for management approval.
- Server as advocate to and advises management regarding design and budgetary changes proposed.
- Participates with management and team in resolving design and resource allocation challenges to facilitate project approval.
- Update project-tracking information.
- Upon project commitment, continues logistical planning and budgeting for development.

Instructional Systems Specialist Responsibilities During Development Phase Through Pilot Testing

- Coordinates all contracting and procures development contractors and consultants, including developers and Program Chair-qualified SME's. This includes coordinating with the NFA team to establish all timelines for deliverables, meetings, and pilots, writing SOW's and coordinating the awards of all contracts, and coordinating the provision of all other resources needed for development.
- Coordinates course development and pilots with Program Chair and Delivery Manager, including all contract management, budget tracking, team development meetings, and work sessions; materials reviews; and coordinates pilot materials, instruction and evaluation, and postpilot revisions.
- Updates project status report.
- Coordinates problem-solving throughout the development process.
- Coordinates course completion and release for delivery area.

Instructional Systems Specialist Responsibilities During Resident Delivery

- Meets with Program Chair and other stakeholders to receive feedback.
- Maintains development Project Officer files for Procurement.
- Evaluates products and processes for educational soundness.

Instructional Systems Specialist Responsibilities In State Delivery

- Coordinates with Program Chair and Direct Delivery Program Manager for revisions to courses in Direct Delivery.
- Evaluates Direct Delivery products and processes for educational soundness against feedback from Direct Delivery instructor and students.
- Compiles changes that the team agrees to make for handoff versions throughout direct delivery.
- Revises master as necessary through NFA's editorial and program support contractor.
- Maintains project files as Project Officer in Development.
- Evaluates Direct Delivery products and processes for educational soundness.

Instructional Systems Specialist Responsibilities for Handoff

- Coordinates with Program Chair, and Train-the-Trainer Program Manager.
- In collaboration with Program Chair and Field Delivery Coordinator, evaluates In-Service and Direct Delivery feedback from students and instructors, conducts instructor interviews, and determines and prioritizes needed revisions.
- Coordinates final revision and production of course material, (including ensuring that all materials are in public domain or have appropriate copyright release on file, and that all camera-ready materials meet NFA formatting standards for a course moving into Train-the-Trainer and NTIS).
- Maintains and uses as a reference the original development project officer files.

Field Manager Responsibility Checklist

Field Managers have lead responsibility for courses in State and field delivery and also are responsible for ensuring that state and field constituencies interests, perspectives, and needs are well articulated and represented in NFA curriculum planning, and reflected properly in NFA training policy and program implementation.

Field Manager Responsibilities in support of the on-going NFA Needs Assessment Process

- Extracts and forwards to supervisors/management officials, Needs Assessment Specialist, Program Chairs, Instructional Systems Specialists, and Program Managers relevant information and ideas identified by attendees and instructors during State course deliveries and identified in professional dialogue with regional and State training managers and coordinators.

Field Manager Responsibilities in Curriculum Planning

- Conducts research to identify subject areas in which courses are needed within State and local government fire or rescue service organizations.
- Determines capabilities of State and local fire training programs to meet national needs.
- Performs surveys and compiles factual data and information on post-secondary educational facilities such as colleges and 2-year institutions and vocational-technical institutions to determine their potential for sponsoring training and educational programs, which would benefit fire/rescue services and allied professionals.

Field Manager Responsibilities at During the Needs Analysis Step

- Submits list of key State and local trainers for Needs Analysis Meeting in coordination with Program Chair.
- Prepares materials and briefing to panel for particular field delivery being developed.
- Advocates the role of State and local training in NFA field delivery system.
- Advocates roles/requirements for Train-the-Trainer and In-Service programs.
- Determines with the Program Chair if national Train-the-Trainer or In-State Train-the-Trainer.
- Develop initial budget requirements for pilot offerings, Train-the-Trainer, In-Service, and Direct Deliveries.

Field Manager Responsibilities during the Course Design Step

- Provide recommendations for eventual delivery by state/local personnel, e.g. length of contact hours for course units, materials, in-service and TtT potential, etc.
- Review the design package for the requirements of a field delivery and make recommendations.
- Provide recommendations for special requirements such as CD-ROM's, self-study, etc. within field delivery issues.
- Provide recommendations to administer the program, particularly if distance education.
- Develop a marketing strategy for the program (if field).
- Provide direct input/communicate with contractors whose work may impact field delivery issues.

Field Manager Responsibilities During Project Commitment

- With the Program Chair, Instructional Systems Specialist, and Program Manager, prepares and submits project design and implementation plan for management approval.
- Upon project commitment, begins pilot and In-Service preparations:
  * Sets up pilot offerings.
  * For pilot deliveries:
    * Determines type of pilots and strategies to be used,
    * Coordinates with Admissions Office for special course code,

---

         *   Plans to recruit students for each pilot; and
         *   If outside NFA campus, coordinates with State partner.
  *   Establishes In-Service dates and times.
  *   Conducts preplanning for direct delivery issues, including, if necessary, the direct delivery schedule and course call information for new course.
  *   Determines pilot instructors and prepare contracts for In-Service instructors.
  *   Determines Train-the-Trainer format strategies and prepares contracts to conduct the National Train-the Trainer (on campus).
  *   Determines strategies for pilot testing alternative delivery methods and makes arrangements.
  *   Determines issues for online deliveries.
  *   Determines usefulness and availability of National Technical Information Service/National Audiovisual Center Instructional (NTIS/NAC) package.

Field Manager Responsibilities During Development Phase Through Pilot Testing

- Reviews materials for overall field delivery requirements, Train-the-Trainer and NTIS.
- Makes transitions and preparations for becoming Project Officer in field delivery.
- Begins to think about instructional requirements, meets with Program Chair for preliminary discussions.
- Coordinate with State training or other pilot hosts for delivery of pilots.
- Attends pilot(s) as a representative of field delivery.
- Recommend strategies for conducting pilot offerings with no staff involved, if necessary.
- Print materials and distributes to training site accordingly.
- Evaluates the program concerning the delivery aspect.

Field Manager Responsibilities During Resident Delivery (none listed)

Field Manager Responsibilities In State Delivery (none listed)

Field Manager (Train-the-Trainer) Responsibilities for Handoff

- Prepares and releases early Train-the-Trainer announcement and sends out.
- With concurrence of Program Chair, determines student criteria for admittance into Train-the-Trainer.
- Coordinates with Admissions Office, establishes special course code.
- Reviews applications for Train-the-Trainer and sends out accept/reject letters.
- Determines schedule and methods for conducting Train-the-Trainer in conjunction with Program Chair.
- In conjunction with Program Chair, determines and procures Train-the-Trainer instructors. Conducts meeting (by phone or in person) with instructors.
- Conducts Train-the-Trainer session, and evaluates it.
- Tracks/Processes deliveries conducted in the field.

Program Manager Responsibility Checklist

Program Managers have lead NFA responsibility for courses in delivery in their respective programs, and also are responsible for ensuring that their program constituencies interests, perspectives and needs are well articulated and represented in NFA curriculum planning, and are properly reflected in NFA training policy and program implementation.

Program Managers, including TRADE/Higher Education Program Manager Responsibilities in support of the on-going NFA Needs Assessment Process

- Extract and forward to supervisors/management officials, Needs Assessment Specialist, Program Chairs, Instructional Systems Specialists, and Field Managers relevant information and ideas identified by constituencies and audiences participating in assigned training program activities and identified in journals, studies, and dialogue with professionals in fields related to assigned program area. Effort includes input from those involved in fire and emergency services higher education programs.

Program Managers, including TRADE/Higher Education Program Manager Responsibilities in Curriculum Planning

- Collaborate with Program Chairs and Instructional Systems Specialists in developing and presenting training and curriculum proposals into priorities review for proposed NFA activities.
- Represent/Champion constituent training needs and interests and delivery system opportunities and strategies in the NFA priority review decisionmaking process for the assigned program area.
- Support the priorities review planning process as needed in problem-solving proposed curriculum structural issues and projected resource limitations, and in providing alternative course development strategies and program implementation approaches.

Program Manager's including TRADE/Higher Education Program Managers Responsibilities at During the Needs Analysis Step

- Identify/Discuss State/local fire training/education interest and participation.
- Consider/Submit special announcements/invitations to TRADE/higher education.
- Identify key issues/needs for TRADE/State and local training/higher education.
- Identify partnership resources for assistance in the development and delivery of program.

Program Manager Responsibilities during the Course Design Step

- Provide recommendations for eventual delivery by State/local personnel, e.g., length of contact hours for course units, materials, In-Service and Train-the-Trainer potential, etc.
- Review the design package for the requirements of a field delivery and, make recommendations.
- Provide recommendations for special requirements such as CD-ROM's, self-study, etc., within field delivery issues.
- Provide recommendations to administer the program, particularly for distance education.
- Develop a marketing strategy for the program (if field).
- Provide direct input/communicates with contractors whose work may have an impact on field delivery issues.

Program Manager Responsibilities During Project Commitment

- With the Program Chair, Field Managers and Instructional Systems Specialist, prepares and submits project design and implementation plan for management approval.
- Upon project commitment, prepares announcement to TRADE.

Program Manager Responsibilities During Development Phase Through Pilot Testing (none listed)

Program Manager Responsibilities During In-Service Training

- Coordinates the following with the Program Chair:
    * Available dates for the workshop.
    * Number of instructors who need to be trained.
    * The criteria for recruiting and selecting instructors.
- Prepares and distributes the In-Service Training announcement.
- Coordinates with the Admissions Office to establish course code and receives applications for input into the Admissions system once the Program Chair and Program Manager have determined eligibility.
- Coordinates with Transportation to determine special transportation needs.
- Coordinates with campus food service contractor.
- Receives, reviews, and recommends accepting/rejecting applications for the workshop.
- Prepares accept/reject letters.
- Determines the schedule and methods for conducting the workshop in conjunction with the Program Chair and Instructional Systems Specialist.
- Procures In-Service Training workshop instructors.
- Facilitates workshop and evaluates session.
- In conjunction with Program Chair determines the final list of qualified instructors.
- Notifies final list of qualified appointed instructors by an appointment letter.

Program Manager Responsibilities During Resident Delivery

- Coordinates with Program Chair for any special in-service requirements needed for instructors within a given program area. Follows previous in-service guidelines when actions require.

Program Manager Responsibilities In State Delivery

- Identifies courses that will be available and ready for the annual "course call menu."
- Maintains partnership with State Training Systems.
- Monitors student and instructor evaluation process, and provides feedback to other team members.
- Consolidates comments/recommendations for course revisions prior to course handoff.
- Work closely with the Program Chair and Instruction Systems Specialist to coordinate course delivery dates, etc., in order to meet timeline commitments.
- Work with the Instructional Systems Specialist and Program Chair to revise Direct Delivery Courses.

NTIS Program Manager

- Determines with Program Chair if any additional work needs to be done.
- Prepares any agreements with NTIS for specific course(s).
- Assembles final editing team.
- Reviews with team all course materials for content, grammar, spelling, instructor/user friendliness, copyright clearance, etc.
- Send-final, camera-ready copy of materials for NTIS.
- Develops visual masters.
- Determines with the Instructional Systems Specialist and then transmits final instructional package specifications (page count, type style, and quantities of visuals, etc.).
- Updates NTIS/NFA promotional brochure annually.
- Monitors and reports to NFA management the number of packages sold.

Needs Assessment Specialist Responsibility Checklist

Needs Assessment Specialists have responsibility to collect and coordinate fire and emergency services data nationwide in order to compile, develop, select, analyze, and disseminate strategic information concerning training needs for the various program areas assigned to NFA.

Needs Assessment Specialists Responsibilities in Curriculum Planning

- Coordinates and collaborates with Program Chairs, Instructional System Specialists, and Program Managers.
- Collects, reviews, and analyzes data and prepares annual Needs Assessment Reports.
- Disseminates trends, changes in standards and laws, and politically sensitive areas of curriculum needs planning.
- Supports the priorities review planning process as needed in data dissemination.

Train-the-Trainer Program Manager Responsibility Checklist

Train-the-Trainer Program Manager

- Prepares and releases early Train-the-Trainer announcement and sends out.
- With concurrence of Program Chair, determines student criteria for admittance into Train-the-Trainer.
- Coordinates with Admissions Office, establishes special course code.
- Reviews applications for Train-the-Trainer and sends out accept/reject letters.
- Determines schedule and methods for conducting Train-the-Trainer in conjunction with Program Chair.
- In conjunction with Program Chair, determines and procures Train-the-Trainer instructors. Conducts meeting (by phone or in person) with instructors.
- Conducts Train-the-Trainer session, and evaluates it.
- Tracks/Process deliveries conducted in the field.

NFA Management Responsibility Checklist

1. Design approval. This involves management's formal organizational review and approval of the proposed design for the project. This is especially important if the parameters of the proposed course or courses differ as a result of team analysis from the original vision of the project when work was begun. Management must approve such changes and will instruct the team concerning any modifications it wishes to make regarding outcome, development/delivery strategies, schedules, and personnel issues/decisions.

2. Resource commitment. This involves budget approval and allocation of projected resources needed for the remainder of the project, and usually is done concurrently with design approval. Normally, a budget is established for the entire project before the initial needs analysis is begun, so financial reviews and approvals at this stage focus on additional resources needed, if any, beyond original budget estimates. Supplemental funding requests usually stem from changed course parameters identified as part of the proposed course design. Upon approval of a final budget, authorization is made for the development team to commit the contractual resources (or give go-aheads for work, if contracts are already in place and resources already committed) to proceed with development of the course.

3. Scheduling commitment. Upon approval of the project and before development activities proceed, the project team and Academy management finalize the project schedules. The team determines and commits to specific dates, times, and places for all coordination activities for the project such as pilot offerings, In-Service programs, Train-the-Trainer programs, and the NTIS program. It is critical to ensure a formal commitment to project schedules at this stage, in order to allow other Academy offices sufficient lead times for coordination with external organizations, such as State fire training offices, which will be joint participants in, and coordinators of, the scheduled training events.

At this point in the life of the project, with approvals, schedules, and logistics in place, NFA considers that it has "committed to the project," and then proceeds with a formal announcement outlining to the fire service the details of the course and its proposed schedule.

4. Conflict Resolution. From time-to-time, professionals with common goals reach an impasse in methods or means for achieving those goals.

There are two steps in the impasse process: fact-finding and decision.

- Fact-finding requires opposing proponents to submit an impasse paper that contains a description of the issue, the impact to the NFA, customer, or course, and their position on the issue. They are encouraged to keep the impasse paper within two pages. They may attach supporting documentation. The typed impasse paper and document(s) will be submitted to respective branch chiefs for a decision. Affected branch chiefs should resolve the issues between or among themselves.

- In the few cases where the branch chiefs are unable to agree on a decision, it shall be forwarded to the Deputy Superintendent or Superintendent for a final decision. Proponents should understand that this submission will be their final opportunity to influence the decision.

5. Hot Topics/Reprioritization. It is the nature of the fire and emergency services that a singular catastrophic event or a series of smaller ones raises awareness and urgency at the national level. As a result, there are either political, intergovernmental, or constituent demands for immediate response from the NFA. That response will require a decision by management as to whether the response can be made within current personnel and financial resources, or whether it will require cessation of, or delay in, another development/delivery activity. If the activity requires delay or cessation, then the reprioritization will be determined as follows:

a.) <u>Voluntary</u>. Development committees will be asked if one (or more) would be willing to delay or abandon their current effort.

b.) <u>Directed.</u> If the voluntary process is not successful, or if the direction from supervisors or the Congress is so urgent so as to preclude (by time or money) the process described above, management will make a final decision to reprioritize selected staff and financial resources.

6. Exceptions to CMS process. It is the purpose of the CMS to describe the process in a way that considers the NFA customer and employee, while at the same time delivering a quality educational product for students.

Before a group requests an exception to the process for any reason, it should consider whether the request is based on a true exceptional case, or whether it has discovered something that should be included in the "Lessons Learned" portion of the CMS document. If it is the latter, then the group should use the LL process.

If it is a true exception, the request should be submitted, in writing, for a decision by NFA management.

NFA Course Development and Delivery Project Team Activities Checklist

This checklist is intended as a planning tool for development and delivery teams in anticipation of beginning an NFA development/delivery project. It is an attempt to capture and itemize many of the typical activities in advance, so that teams may agree on assignments and timelines, while considering the specific tasks that may need to be accomplished in each stage of the project. Since its usefulness to NFA staff depends on how comprehensive it is, please annotate the checklist as you use it and note for future improvements any critical tasks that have not been captured in this version.

Action Item	Typically Handled By:	Responsible Team Member (Assigned by the Team)	Date Scheduled/ Completed
"Curriculum Planning"			
Submit evaluation results, instructor feedback from direct deliveries, etc. to Needs Assessment Staff person on an on-going basis	Direct Delivery PM, SWP PM, ISS and PC		/
Prepare for Priorities Review; Consult LTE & focus group data, NFIRS and everything compiled over previous year by Needs Assessment staff person	PC (and ISS) Needs Assessment & Senior Staff		/
For course revisions, gather issues & data to support proposed improvements	PC		/
Present at Priorities Review	PC (and ISS)		Summer /
Evaluate, prioritize and approve projects	NFA Senior Staff		
Assign approved projects to ISS's	Branch Chief		/
Publish Priorities Review Outcomes – to NFA Staff, BOV, M&T & TRADE	NFA Senior Staff & TRADE PM		/
"Needs Analysis"			
Hold initial staff project meeting	PC and ISS		/
Hold stakeholders meeting	PC & ISS, Delivery PMs., others with an interest.Include M&T, USFA		/
Draft Project Schedule & SOW for Needs Analysis Mtg. (formerly "Phase 1" mtg.) attendees. Qualified SMEs must be knowledgeable of the applicable NFPA standards.	ISS		/
Coordinate plan with other PCs, where curricula overlap	PC		/
Check all project dates for conflicts and shutdowns	ISS & PC		/
Block out pilot dates on NFA course schedule - (note as pilots)	ISS & PC		
Create initial Project Status Report For team sign-off.	ISS		/

Action Item	Typically Handled By:	Responsible Team Member (Assigned by the Team)	Date Scheduled/ Completed
"Needs Analysis" (continued)			
Prepare list of individuals & organizations (e.g. consider USFA, LRC, SWP, Direct Delivery, VIP & Regional deliv. & EMI stakeholders as well as fire groups, TRADE, Training Directors, Fire Marshals) Formally Invite Mgmt & Tech Prgms, USFA, through Steve Hill's office	PC, ISS & Delivery PM		/
Reserve dormitory rooms	ISS, Program Support		/
Reserve meeting rooms	ISS, Program Support		/
Prepare Invitations, SOW, IGE, 40-1 for Participants	ISS		/
Select a facilitator (if not contracted)	ISS		/
Review of contract package	Branch Chief		/
Submit work order to SCSC for room set-up and recorder	ISS		/
Follow up with Procurement in award of participant exp. contracts	ISS & Program Support		/
Prepare agenda and materials for Needs Analysis meeting	ISS & PC		/
Conduct Needs Analysis meeting	ISS, PC, Delivery PM Contracted Facilitator		/
Brief staff team on delivery options and requirements. Consider customer impact on and market for delivery technology options	Delivery PM		/
Decide on delivery method (e.g. handoff, direct delivery)	PC, ISS, & DeliveryPM.		/
Budget for in-service, T-t-T & kits for handoff packages.	Delivery PM		/
Prepare Needs Analysis Mtg. Report for Management & Team	ISS (or contractor)		/
Circulate report to team for review and concurrence	ISS (or contractor)		/
Publish final report for team and management	ISS		/

Action Item	Typically Handled By:	Responsible Team Member (Assigned by the Team)	Date Scheduled/ Completed
"Design"			
Choose desired procurement method for developmt: 8a, IDIQ 8a, competitive or partnership	ISS & PC		/
Write draft instructional objectives for SOW (content and affective objectives)	ISS & PC		/
Identify areas of overlap with other NFA curricula	PC		/
Write a description of the optimal instructional design methodology for inclusion in SOW	ISS		/
Recommend extent of state and local training system involvement in development; Can expand TRADE grant to allow expense reimbursement for TRADE development initiatives?	Delivery PM, TRADE PM		/
Prepare list of SMEs	PC		/
Plan Preliminary Instructor Criteria, Target Audience Specifications and Prerequisites	PC		/
Determine marketing strategy for intended audience	Delivery PM		/
"Project Commitment"			
If intended design, content, or audience represents a significant departure from project parameters that wereapproved in Priorities Review, develop a plan proposing these changes to Sr. Staff. Also include as "Critical Decision Point" in Monthly Status Report tracking system. Get acknowledgement from Sr. Staff prior to awarding development contract and announcing to field.	ISS, PC & Delivery PM		/
On receipt of Sr. Staff acknowledgement of redirection, or if no significant redirection is intended, for field courses, put on Direct Delivery Schedule & announce to TRADE date tentatively available.	Direct Delivery PM, TRADE PM		/
Put pilots on NFA schedule	PC		/
Notify Admissions Office	PC		/
Notify Web Master	PC		/
For field course, arrange location for pilots	PC (and ISS & Delivery PM)		/
Schedule In-Service Training Sessions for instructors	In-Service PM		/

Action Item	Typically Handled By:	Responsible Team Member (Assigned by the Team)	Date Scheduled/ Completed
"Development"			
Prepare development SOW, IGE, 40-1. Include PDF Attachment; Include "in the contract" a task for the contractor to work with PC to identify relevant NFPA standards that the course will address. Include minimum qualifications of Key Personnel & SME's; Format for deliverables shall be specified as Word 6.0, PDF format, and standard NFA page numbering.	ISS		/
For 8a: Write SBA for permission	Procurement		/
Check with Budget Officer for funding	ISS		/
For advertised: prepare Proposal Evaluation Plan & Proposal Preparation Instructions	ISS		/
Submit drafts of all contract documents to Procurement	ISS		/
For advertised: negotiate a 40-19 award timeline with Procurement	ISS		n.l.t. early April /
Review of contract package at same time as Procurement	Branch Chief		/
Assigning of funding code	Budget Officer		/
For advertised: Place ad for development in Commerce Business Daily	Procurement		/
For advertised: Issue RFQ for developmt to requestors	Procurement		/
Evaluate proposals received	ISS, PC (and Tech. Eval. Panel if adv.)		/
For advertised: Discuss with those in 'competitive range' determined by Procur.	ISS, PC		/
For advertised: Evaluate "Best and Final" offers	ISS, PC and panel		/
For 8a: SBA approves approach	SBA		By July /
For 8a: Send SOW for development work to chosen 8a Contractor for bid	Procurement		/
For IDIQ 8a: Issue SOW for developmt as Task Order	Procurement		By Aug /
For 8a and IDIQ 8a, evaluate bid and negotiate as necessary.	ISS (consulting w/ PC)		/
Recommend contractor to Procurement	ISS(consult w/ PC)		/
Negotiate with Unsuccessful Offerors, as requested, to improve future proposals	Procurement & ISS		/

Action Item	Typically Handled By:	Responsible Team Member (Assigned by the Team)	Date Scheduled/ Completed
"Development (continued)"			
Make award	Procurement		/
Reserve dormitory rooms for kick-off meeting	ISS & Program Support		/
Reserve meeting rooms for kick-off meeting	ISS & Program Support		/
Review/revise list of instructional objectives, instructional design specifications & key learning outcomes from SOW in preparation for kick-off meeting.	ISS & PC		/
Hold kick-off meeting with Contractor; agree on timeline & review terms of SOW. Discuss objectives. Discuss Contractor badges.	ISS, PC(s) PM & Stakeholders Invite LRC.		/
Reserve dormitory rooms for walkthrough meeting, any work sessions & pilots	ISS		/
Reserve meeting rooms, etc.	ISS		/
Prepare POI, IG, SM, media, etc. for walkthrough - in work sessions at NFA or Contractor site. Consult all relevant NFPA standards, and meet or exceed as appropriate for the instructional objectives. Identify standards and where addressed in the course.	Contractor (in consultation with PC)		/
Edit materials for Walkthrough	Contractor or SCSC		/
Review, approve deliverables	ISS, PC and Reviewer PCs		/
For field course, send draft to select TRADE members for review	TRADE PM		/
Identify portions of NFPA Standards addressed by the materials	Contractor &/or PC		/
Host Walkthrough of activities and materials.	ISS, PC		/
List needed revisions. Incorporate reviewers comments.	Contractor or ISS		/
Revise drafts	Contractor		/
Review preliminary Instructor qualifications against materials as presented in the walkthrough, adjust as necessary & write list of potential instructors	PC (& ISS)		/

Action Item	Typically Handled By:	Responsible Team Member (Assigned by the Team)	Date Scheduled/ Completed
"Development (continued)"			
Review, approve post-walkthrough deliverables against needed revision list.	ISS, PC		/
Prepare SCSC work order for first pilot materials, if not in development contract	ISS		/
Prepare Media Shop work order for first pilot materials, if not in devel. contract	ISS		/
Submit print order for IGs and SMs	ISS		/
Mail IG's to pilot instructors.	ISS		/
Hold pre-pilot meeting with Team	ISS, PC		/
Observe pilot	ISS, PC & Delivery PM, if possible		/
Hold pilot meetings (team and Contractor) to compile list of revisions	ISS, Contractor		/
Approve Contractor's list of revisions	ISS, PC		/
Revise course	Contractor		/
Review revisions against list. Approve revisions	ISS,		/
Prepare SCSC work order for second pilot materials, if not in contract	ISS		/
Prepare Media Shop work order for second pilot materials, if not in contract	ISS		/
Send B-Team instructors pilot materials	ISS		/
Submit print order for SMs	ISS		/
Hold pre-pilot meeting with B-Team	ISS, PC		/
Observe pilot	ISS, PC & Delivery PM, if possible		/
Hold meetings & Prepare list of revisions during and immediately after pilot 2	Contractor		/
Approve list of revisions	ISS, PC		/
Revise course	Contractor		/
Review, approve revisions	ISS, PC		/
Plan & Prepare Materials for In-Service Training of Instructors	In-Service PM, PC & ISS		/
Prepare final deliverables for printing or distribution via Direct Delivery, SWP, RDP, NTIS etc.	ISS & Delivery PM		/
For field course, determine need for and amount to budget for kits from NTIS after T-t-T	NTIS PM		/
Notify staff team when final copies ready	ISS		/
Take new masters (electronic and hard copy) to SCSC. Archive old one.	ISS & Archivist		/

Action Item	Typically Handled By:	Responsible Team Member (Assigned by the Team)	Date Scheduled/ Completed
"Development (continued)"			
Take copy to LRC (or for field course, confirm kit to be set aside for LRC)	ISS or NTIS PM		/
Finalize student qualifications for admission to in-service	In-Service PM, PC, ISS		/
Coordinate bed & classroom space for In-Service (also dining hall and special transportation arrangements)	In-Service PM		/
Coordinate with Admissions Office. Establish special Course Code.	In-Service PM		/
Announce In-Service	In-Service PM		/
Review applications for T-t-T. Send out acceptance/rejection letters.	In-Service PM		/
Conduct In-Service Training	In-Service PM, PC & ISS		/
Compile list of Qualified Instructors	In-Service PM, PC		/
Provide dates, location, course titles & nearest airport to Purchasing Agent to be included in bid package to instructors, semi-annually	PC, Direct Delivery PM, SWP M		/

Action Item	Typically Handled By:	Responsible Team Member (Assigned by the Team)	Date Scheduled/ Completed
"Resident Delivery"			
Observe class and instructor performance	PC		/
Monitor class needs & costs of materials used in the course	PC		/
Periodically check equipment, labs, etc. Determine potential needs. Report stolen or damaged property and maintain class equipment	PC		/
Monitor enrollments and schedules. Review enrolment patterns and need to promote the course.	PC		/
Schedule guest speakers	PC		/
Maintain class projects, records of student failures, early departures, etc.	PC		/
Arrange special transportation for courses not fitting into traditional 1-week or 2-week formats	PC		/
Review and respond to new applications for instructors	PC		/
Meet to discuss resident instructor feedback periodically	PC & ISS		/
Shepherd Instructional Design issues throughout life of the course.	ISS		/
Make changes to materials as needed. Change Current Status Date on Masters Take new copy to the LRC	ISS (through SCSC & Media Shop)		/

Action Item	Typically Handled By:	Responsible Team Member (Assigned by the Team)	Date Scheduled/ Completed
"State Delivery" (a.k.a. "Direct Delivery" and "State Weekend Program")			
Notify States of Availability through annual "Course Call" menu	Direct Delivery PM, TRADE PM, PC		/
Provide dates, location, course titles & nearest airport to Purchasing Agent to be included in bid package to instructors, semi-annually	PC, Direct Delivery PM, SWP M		/
Prepare, print and distribute off-campus delivery schedule and SWP brochure	Direct Delivery PM, SWP M		/
Duplicate 20-25 instructor kits to be used in field deliveries	NTIS PM, Direct Delivery PM		/
Coordinate printing and shipping of SM's	Direct Delivery PM		/
Print SM's for SMS	SMS PM		/
Conduct Direct Deliveries	Direct Delivery PM		/
Monitor instructor/student/supervisor evaluations of new materials	Direct Delivery PM, PC and ISS		/

Action Item	Typically Handled By:	Responsible Team Member (Assigned by the Team)	Date Scheduled/ Completed
"State Delivery" (continued)			
Reconvene team if errors are found that require immediate correction.	PC or ISS or Direct Delivery PM		/
Direct changes to text or media through Work Order to SCSC or Media Shop	ISS (for master set)		/
Duplicate revised masters as needed for Direct Delivery kits	NTIS PM		/
Prior to hand-off, review and expand IG and Media as necessary, based on input from Direct Delivery instructors and students	ISS, in consultation with DirectDelivery PM and PC		/
Shepherd Instructional Design issues throughout life of the course.	ISS		/
"Alternative Delivery"			
"Hand-Off"			
Deliver masters to NTIS	NTIS PM		/
Negotiate with NTIS for cost of package	NTIS PM & Budget Officer		/
Indicate change in NTIS/NFA brochure	NTIS PM		/
Track number of packages sold	NTIS PM		/
Finalize student qualifications for admission to national T-t-T (or use in-service criteria)	T-t-T PM, PC,ISS		/
Coordinate bed & classroom space for T-t-T also dining hall and special transportation arrangements)	T-t-T PM		/
Coordinate with Admissions Office. Establish special Course Code.	T-t-T PM		/
Announce T-t-T	T-t-T PM		/
Review applications for T-t-T. Send out acceptance/rejection letters.	T-t-T PM		/
Conduct T-t-T	T-t-T PM , PC & ISS		/
Purchase & Send kits to T-t-T agencies	T-t-T PM		/
Pull course from NTIS when obsolete	PC & NTIS PM		/

STATUS REPORT TRACKING SYSTEM

In April of 1996, the Academy began drafting electronic status reports for each project under development at that time. Stored on the shared "G: drive," these Monthly Status Reports were designed to provide:

➢ Management information,
➢ Coordination among team members, and
➢ Critical information for those on campus outside the project development and delivery team on timelines, key NFA and contract personnel, significant decisions made, etc.

This status report system has been adapted to its current form by the Curriculum Development and Delivery Workgroup that met from September 1998 through February 1999. It now not only tracks the progress of individual development projects, but will be used to document the concurrence of team members whenever decisions are made that critically affect the quality, budget, development/delivery strategy, or timelines of the project. In addition, this tracking and documentation now will extend throughout the life of the course, not just during initial development phases. The responsibility for keeping it current will shift from the Development Project Officer to the appropriate Program Chair (for resident courses) or Delivery Program Manager (for field courses) once the course is in delivery. Attached is a template of the Monthly Status Report showing the required headings.

The first Monthly Status Report for a project will be drafted at the time of the Stakeholders' meeting or the Needs Assessment meeting. It will have the signatures of all the NFA staff members on the team. The Project Officer will keep the original with signatures in the project file and will enter the names electronically of those who have signed. Signatures indicate concurrence with that critical decision as described. Management concurrence is not sought for each such decision. However, management will be able to monitor changes to the projects at any time through the G: drive.

After the initial report, new material and changes are entered in italics. With the exception of the milestones and dates, previous material is not removed but may be superseded by newer language added on as decisions are made that reverse previous ones. In this way, the most recent Monthly Status Report for a project will include the cumulative history of the project's issues, challenges, and decisions. All team members will check the Status Report for that project each month, being able to do so efficiently just by focusing on the italicized portions. Team members who wish to make changes to the report should contact the Project Officer or other team member responsible for keeping it up to date, so that only one person on the team is actually making revisions at any one phase. Whenever a critical decision point is reached, i.e., one that changes the timeline, the budget, the quality of the project, or its development/delivery strategy, the Project Officer or responsible team member will circulate a copy of a draft status report reflecting those changes in a shaded box (see template) and will get a new round of team signatures. This will ensure that all team members agree before, for example, a final delivery date is changed.

Project Information Tracking System Formats

Monthly Project Development and Delivery Status Report
(italics indicate new information since last report)

Date of Report:

Project Title:

Project Goal:

Project Strategy for Development/Delivery:

Project Team Members:

Contractor(s):

Contract(s) and Control Number(s):

Accomplished Milestones in Development and Delivery:

> **by**
> **by**
> **by**

Future Milestones:

> **by**
> **by**
> **by**

Current Issues (Cumulative info to date):

Critical Decision Point

<u>Date</u>:
<u>Critical Decision will have Anticipated Impact on (one or more of the following)</u>:

- ❑ **Quality**
- ❑ **Budget**
- ❑ **Development/Delivery Strategy**
- ❑ **Time**

<u>Decisions Made with Team Concurrence</u>:

Signed by team members: _____

_____

_____

<u>Current Issues (Cumulative info to date) continued</u>:

Priorities Review Proposal Format

Date of Submission:

1. Program Area: **2. Priority in Program Area:** None

3. Program/Course/Product Title: **4. Course Code (if assigned):**
  (if title too long, use abbreviations)

5. Type of Submission (please check):

☐ Revision of Existing Course/Product
      ☐ Resident   ☐ Handoff
      ☐ Regional   ☐ Distance
      ☐ VIP   ☐ Open Learning
      ☐ Direct Delivery   ☐ EFOP
      ☐ State Weekend   ☐ Self Study
            ☐ Job Aid

☐ New Course/Product Submission   ☐ Other
    Possible supporting delivery mechanisms:
    Possible emerging technologies:

☐ Continuation of previous course development
    Title:
    Delivery Mechanism:
    Development Phases (Phase I only):

☐ Project previously approved but unfunded.

☐ Other

6. Primary Target Audience:

7. Secondary Target Audience (if applicable):

8. Brief Description of Training Requirement:

9. Justification/Data (provide explanation):

10. Impact on fire/EMS/allied professionals:

11. Proposed Products:

☐ IG   ☐ SM   ☐ CD-ROM
☐ A/V's   ☐ Self-Study   ☐ Other:

12. Relationship to Current Curriculum:

13. Relationship to FEMA, USFA, NFA, Goals and Objectives:

14. Proposed Developmental Methods to Accomplish (if known):

☐ Curriculum Review Team   ☐ In-house Staff   ☐ Reviewers
☐ IDIQ   ☐ Instructors   ☐ Organization Partnership

☐ Small Purchase Contracts   ☐ Other:
    Please explain:

15. Proposed Costs:

    Development/Design:
    First Set of Materials (if known):
    Pilot Courses (if known):
    Total Proposed Development Costs:

16. Anticipated Special Delivery Needs (if known):   ☐ **N/A**

☐ In-Service Training   ☐ Train-the-Trainer
☐ A/V's   ☐ Pilot Offerings   Number Anticipated:
☐ Products to be Purchased   ☐ Marketing/Administrative/Self-Study
    ☐ Other:

17. List Other Staff Affected:

    Program Chairs:
    USFA Program Office Personnel:
    FEMA Personnel:
    Technology Expertise:

18. Other Information Pertinent to this Effort:

19. Attachments: ☐   Yes   ☐   No

(type in each person's name -- no signature required)

Program Chair	Program Manager/Coordinator	Instructional Systems Specialist

GLOSSARY

DDP	Degrees at a Distance Program
EENET	Emergency Education Network
FEMA	Federal Emergency Management Agency
GPRA	Government Performance and Results Act
IDIQ	Indefinite Delivery Indefinite Quantity
ISS	Instructional Systems Specialist
LRC	Learning Resource Center
MOU	Memorandum of Understanding
NAC	National Audio Visual Center
NFA	National Fire Academy
NFIRS	National Fire Incident Reporting System
OMB	Office of Management and Budget
PC	Program Chair
SME	Subject Matter Expert
SOW	Statement of Work
TRADE	Training Resources and Data Exchange
T-t-T	Train-the-Trainer
USFA	United States Fire Administration
VIP	Volunteer Incentive Program

Lessons Learned

This is a living document. It is being issued with the awareness that NFA staff and managers will revisit it and make improvements about every 6 months or so. In order to do so systematically, this section is provided as a place for each staff member to compile notes on successes and shortcomings in these guidelines, as we try to apply them in our day-to-day project work. Please accompany any citations of any shortcomings with recommendations for specific language that would resolve the problem(s), and send a copy to one of your representatives on the Development and Delivery Workgroup.

Successes

Shortcomings